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ABSTRACT

In this Supplement to Connecticut's Master Plan for Higher Education, emphasis is on 30 new recommendations proposed by three resource groups to extend educational opportunities in areas not covered in depth in the Master Plan. The three areas of concern and highlights of the recommendations relating to them are: (1) Proprietary schools should be represented on the Commission for Higher Education and included in postsecondary planning, should become eligible to contract with the commission to provide programs and services, and their students should receive transfer credit for accredited programs. (2) Services for the physically disabled (i.e., blind, deaf, and mobility disabled) should be expanded, physical barriers should be removed, safety measures should be implemented, and a clearinghouse of information on accessible programs established. (3) For continuing education and community services, inequities in charges to part-time students should be removed, qualified faculty should be given equal status with regular faculty, and supporting services comparable to those available to full-time students should be provided. (LBH)

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BIENNIAL SUPPLEMENT, 1976

MASTER PLAN FOR HIGHER EDUCATION IN CONNECTICUT 1974-1979

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

HE008406

Commission for Higher Education

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STATE OF CONNECTICUT

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P.O. Box 1320 - Hartford, Connecticut 06101

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January 1976

TO: The Governor of Connecticut
The Connecticut State Senate
The Connecticut State House of Representatives

FROM: Donald H. McGannon, Chairman

It is a pleasure and an honor to transmit, on behalf of the Commission for Higher Education, the first biennial *Supplement* to the *Master Plan for Higher Education in Connecticut, 1974-1979*. The *Supplement* was prepared pursuant to the provision of Public Act 72-194 and in conjunction with the constituent units of higher education.

Since the Master Plan was presented in January 1974, the Governor and the General Assembly have acted favorably in the adoption of most of the recommendations requiring executive and legislative action during the period. Particularly important was the adoption of the recommended goals for higher education embodied in Public Act 75-191.

The *Supplement*, like the Master Plan, was developed cooperatively with representatives of the constituent units, the independent colleges, and hundreds of Connecticut citizens who served as members of resource groups and committees. Much of the vitality and value of the planning efforts results from this broad participation by persons in business, industry, government and labor, as well as those who are closely engaged in higher education as students, faculty and administrators.

The second section of the attached *Supplement*, entitled "New Considerations," contains 30 new recommendations proposed by three resource groups to extend educational opportunities in areas not covered in depth in the Master Plan. The three areas of concern and highlights of the recommendations relating to them are:

- Proprietary Schools (see page 21): To be represented on the Commission and included in postsecondary planning ~ To become eligible to contract with the Commission to provide programs and services ~ Students to receive transfer credit for accredited programs.

- Physically Disabled (see page 25): Services for the blind, deaf and mobility disabled to be expanded ~ Physical barriers to be removed ~ Safety measures to be implemented ~ Clearinghouse of information on accessible programs to be established.

- Continuing Education and Community Services (see page 30): Inequities in charges to part-time students to be removed ~ Qualified faculty to be given equal status with regular faculty ~ Supporting services comparable to those available to full-time students to be provided.

There are 117 recommendations in the *Master Plan for Higher Education in Connecticut, 1974-1979*. More than two-thirds have been implemented by one or more of the groups responsible for acting on the recommendations. A report of the implementation to date is contained in the appendix of the *Supplement*. You can be assured that the Commission and the constituent units of higher education will continue in all possible ways to maintain quality in Connecticut's postsecondary education and to insure equality of opportunity for all its citizens.

We would be pleased to meet with you at any time to discuss the Master Plan and the *Supplement*.

Thank you very much for your continued interest and assistance.

Respectfully submitted,

Donald H. McGannon

Donald H. McGannon, Chairman

DHMcG:lh

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BIENNIAL SUPPLEMENT, 1976

MASTER PLAN FOR HIGHER EDUCATION IN CONNECTICUT 1974-1979

Commission for Higher Education
P.O. Box 1320
Hartford, Connecticut 06101

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PREFACE

Any college worthy of itself must set its sights higher than to "roll with the times." It must strive to make the times roll our way. And only if we understand our time and try to shape it and make it conform to what is right and best, are we doing what we are capable of doing. Perhaps that is the right way to deal with the times--with daring and class and style--as befits a truly great people.(1)

Robert A. Goldwin
Special Assistant to the President
of the United States

This is the initial biennial supplement to Connecticut's first *Master Plan for Higher Education, 1974-79*. The plan, which was delivered to the Governor and General Assembly in January, 1974, was prepared in response to P.A. 194 (G.S. 10-324(b)(1), signed by the Governor on May 15, 1972. The Act directed the Commission for Higher Education "in cooperation with the other constituent units" and with consideration for "the long-range plans of the independent colleges" to prepare a five-year Master Plan and to update it every two years.

The plan entitled *Quality and Equality* was developed with extensive participation by representatives of the academic community--public and private--and of the general public.

The Commission for Higher Education which has primary responsibility for planning for higher education, was established in 1965. The constituent units, each of which has its own governing board, are: (1) the University of Connecticut with 17 schools and five two-year branches; (2) four state colleges; (3) 12 regional community colleges; (4) four two-year technical colleges, and (5) a Board for State Academic Awards, which administers a program for credit by

examination and awards external degrees. All the units and the independent colleges through the Conference of Independent Colleges were involved in developing the *Master Plan for Higher Education in Connecticut, 1974-1979*.

The public, including representatives of business, industry and government, was widely represented in the planning process through membership on the nine resource groups that researched and reported on key topics; on the Review and Evaluation Committee which considered all proposed recommendations, and through participation in public meetings held throughout the state to discuss the draft of the Master Plan. Subjects dealt with in depth in the original plan were: Structure and Organization of the System, Enrollment, Facilities, Programs, Nontraditional Approaches, Transfer, Equal Opportunity, Finance and a statewide Information System. A total of 117 recommendations resulted.

The procedure for updating and revision is quite similar to the method used for developing the original version of the Master Plan. The organizational structure, with the Commission for Higher Education working in concert with the constituent units, is as follows:

- Staff Associates. This is the Master Plan working staff consisting of one or more representatives from each of the constituent units and the Commission. Their responsibilities include working with the resource and study groups appointed by the Commission to develop new materials and recommendations; suggesting and discussing proposed changes or additions to the Master Plan; participating, through the preparation of background materials and attendance at meetings, in the discussions of the Management Policy Group and the Review and Evaluation Committee; and acting as liaison with the central offices and the campuses.

- Review and Evaluation Committee. This group contains representatives of the educational, business and industrial communities, of government agencies and the public. Members act as "the conscience" of the system, deliberating the feasibility, desirability and implications of the various recommendations under consideration and reacting to working documents as they develop.

- Management Policy Group. This group includes the Chairman and Chancellor of the Commission for Higher Education, chairmen of the boards of trustees of the constituent units and their chief executive officers, and representatives from the Conference of Independent Colleges. Also included, to provide liaison with the executive and legislative branches of the state government, are a representative of the Governor's office; two members of the

General Assembly; the Commissioner of the State Department of Education, and the Director of the Regional Narcotics Program.

Other groups and organizations also contributed to the preparation of the Master Plan and its supplement. They include Resource and Study Groups (see Appendix); the constituent units; the Connecticut Conference of Independent Colleges, and the staff of the Commission for Higher Education.

Master planning has afforded two major benefits to higher education through (a) the process which it follows, and (b) the product or plan itself.

- Process. The process is democratic and interactive, probably to a greater extent than any other activity in higher education. Representatives of the public and private sectors of higher education communicate with each other and with representatives of business, industry and the general public, in ways they would not do otherwise. They discuss issues and recommend directions that higher education should take. Awareness of the mutuality and statewide nature of problems, and the interrelationship of institutions, is heightened. The implementation of many actions recommended in Connecticut's Master Plan, in fact, began during discussions, before the plan was complete, as participants shared ideas and gained insight into ways to change and improve methods of operation.

- Product. The Master Plan is a written record of the actions recommended by the participants in the planning process, based upon the deliberations and compromises made on key issues, and giving the rationale for the recommendations. Some of the recommendations are terminal: They can be accomplished by a one-time action. Others take longer to accomplish, needing to be achieved in phases over a period of time. Many of the recommended actions may never be totally implemented--quality and equality must always be monitored to be maintained--and so they are subject to continual review and change. This ongoing nature of planning and the need to revise the Master Plan periodically was recognized by the General Assembly when it mandated a biennial revision.

The approach to this year's revision of the Master Plan is to supplement rather than to rewrite the original plan. The supplement is intended to preserve the integrity of the original document, while it is still in the early stages of being implemented, and to maintain continuity of public attention for the original recommendations, the majority of which are scheduled for implementation during the next three years.

Revisions of the original recommendations have been made with due consideration for the process through which they evolved and the reasons for changes being suggested are explained in the text. The new recommendations which have been added are the outcome of studies made by the three resource groups on Proprietary Schools, the Physically Disabled, and Continuing Education and Community Service.

Much of the supplement is devoted to a report on implementation of Master Plan recommendations (see Appendix, page 77). Statistically, the record shows that there has been some positive action on 85 of the 117 recommendations. Of the 44 recommendations proposed for implementation in 1974-75, 40 have been acted upon. Sixteen recommendations have been fully implemented and 13 were scheduled for implementation after 1976.

In some instances, implementation is ahead of schedule, with actions recommended to begin in 1976 or later being initiated prior to the target date. Where implementation has been slow, the delays generally can be attributed to lack of funding, understaffing, or a cautious approach to changes in order that the new procedures will be well thought out and workable.

The majority of the recommendations require continuing efforts by more than one unit and will continue to require attention in the years immediately ahead. Consequently, the report indicates that many recommendations have been partially implemented, i.e., by one or more but not by all of the units involved; they are in the process of being implemented, or they require ongoing attention and may remain on the timetable for action indefinitely.

Implementation continues, for example, on a number of key recommendations. Mission statements by each of the constituent units are being revised and clarified prior to adoption by the respective boards and approval by the Commission for Higher Education. Student financial assistance--how to fund and administer it most effectively and equitably--is under study by a legislative task force. The policies and procedures for planning and coordination of instructional programs are being revised, following a study by a task force of the Commission's Subcommittee on the Coordination of Planning.

Activities as the state's designated 1202 Commission, begun in 1974-75, continue to broaden the involvement of the Commission for Higher Education in such aspects of postsecondary education as proprietary schools, vocational education, continuing education, and training offered by business and industry. The problems of making continuing education widely accessible and equitably priced--issues which in 1975 were debated and reported upon by a resource group appointed by

the Commission for Higher Education--still require attention and resolution.

As the Commission for Higher Education and the constituent units carry out the first updating of the plan, some effects of the plan are evident. Many, either directly or indirectly, relate to cost effectiveness in higher education.

- Legislation. In 1975, the General Assembly adopted 17 public acts that relate directly to actions recommended in the Master Plan. A smaller number of public acts had been passed in 1974.

- Management Information System. Progress continues in the development of the Information System (I/S) for the state. New data are being added and programs that will contribute to faster and better decision-making are being perfected. Much of the critical information and projections relating to enrollment and resources could not be compiled and calculated without the computer.

- Regional Planning. The emphasis, which began with the original Master Plan, on possible ways of sharing resources, including personnel and facilities to avoid duplication and to lower costs, is being heightened in the supplement. This is especially true with reference to the improvement of continuing education opportunities.

- Performance Evaluation. This is a relatively new concept in higher education. Its application is advocated in the original Master Plan. Boards and the Commission are currently working to develop mission statements for each unit and institution, and to agree upon criteria before measuring performance. How well is each institution performing its designated mission? Do the programs each institution proposes to offer fulfill its missions and avoid undue duplication with other institutions around the state?

- Broadening of Opportunities. Transfer opportunities have been improved through new policies arrived at among the community and technical colleges and the four-year institutions. Study continues of the best ways to meet the needs for two-year education in the state. The relationships between the proprietary schools and other units of postsecondary education are being strengthened and opportunities extended through the Commission's role as the 1202 Commission. As such, it is responsible under federal legislation for overall planning for postsecondary education in Connecticut. Perhaps the most difficult problem of all to resolve equitably and in an economically viable way is the question of a growing part-time

clientele and a decreasing full-time enrollment; this is under intensive study.

The Master Plan serves as a reference and guide for constituent boards and institutional administrators as they develop plans and programs for their units. Continual updating of the Master Plan, as exemplified by this supplement, is essential, if planning and implementation are to keep pace with the rapidly changing environment within which higher education must operate. It is the purpose of the sections which follow to help higher education maintain its currency.

I. TODAY'S CLIMATE: CHALLENGE AND CHANGE

- *Declining birthrate*
- *Uncertain economy*
- *Changing social attitudes*
- *Growth in part-time enrollment*
- *Shifting demand for teachers*
- *Authorization of collective bargaining*
- *Fluctuating public priorities and support*
- *Causes for optimism*

GOALS OF THE STATE SYSTEM OF HIGHER EDUCATION

The 1975 General Assembly enacted Public Act 75-191 which amended Section 10-324 of the General Statutes to establish the following goals for the state system of higher education in Connecticut.

WITHIN THE LIMITS OF AUTHORIZED EXPENDITURES, THE POLICIES OF THE STATE SYSTEM OF HIGHER EDUCATION SHALL BE CONSISTENT WITH THE FOLLOWING GOALS: (1) TO ENSURE THAT NO QUALIFIED PERSON BE DENIED THE OPPORTUNITY FOR HIGHER EDUCATION ON THE BASIS OF AGE, SEX, ETHNIC BACKGROUND OR SOCIAL, PHYSICAL OR ECONOMIC CONDITION, (2) TO PROTECT ACADEMIC FREEDOM, (3) TO PROVIDE OPPORTUNITIES FOR EDUCATION AND TRAINING RELATED TO THE ECONOMIC, CULTURAL AND EDUCATIONAL DEVELOPMENT OF THE STATE, (4) TO ASSURE THE FULLEST POSSIBLE USE OF AVAILABLE RESOURCES IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION, (5) TO MAINTAIN STANDARDS OF QUALITY ENSURING A POSITION OF NATIONAL LEADERSHIP FOR STATE INSTITUTIONS OF HIGHER EDUCATION, (6) TO APPLY THE RESOURCES OF HIGHER EDUCATION TO THE PROBLEMS OF SOCIETY AND (7) TO FOSTER FLEXIBILITY IN THE POLICIES AND INSTITUTIONS OF HIGHER EDUCATION TO ENABLE THE SYSTEM TO RESPOND TO CHANGES IN THE ECONOMY, SOCIETY, TECHNOLOGY AND STUDENT INTERESTS....

I. TODAY'S CLIMATE: CHALLENGE AND CHANGE

There are many social and economic factors affecting higher education today. A number of them were identified during preparation of the *Master Plan for Higher Education in Connecticut, 1974-1979*, but there have been some surprises, too. The impact of these numerous factors converging on higher education makes it necessary to reassess and revise previous plans. This supplement to the Master Plan attempts to adjust to a world in which higher education must respond to both favorable and adverse influences.

Among the pressures on higher education that were emerging in the early seventies and which have intensified nationally and in the state are:

- Realization that beginning in the early 1980s the number of 18-to-24-year olds will diminish;
- Continuing increase in the number of part-time students enrolled;
- Increasing emphasis on career education;
- Enlarging role for the proprietary schools;
- Increasing use of educational technology;
- Growing interest in credit by examination and external degrees;
- Slowdown in the economy, with fewer jobs available;
- Net drop in real (i.e. adjusted for inflation) or constant dollars appropriated for higher education;
- Trend to charge students for a larger portion of the cost of their education.

What was not clearly discernible at the time the Master Plan was presented in 1974, was the force and speed with which some social and economic factors would affect higher education. Significant factors are:

- A drop in the birthrate, far below that projected and sufficient to result in a declining population if the rate continues;

- Higher unemployment and a longer period than anticipated of stagflation--the economists' term for the unusual overlapping of inflation and recession;

- A dramatic fall-off in the percentage of high school graduates going on to college in Connecticut--a decline of approximately eight percentage points between 1971-74;

- A slower increase than expected in the rate of productivity of goods and services;

- Questioning of the value of a college degree as an investment that will enhance either income or social status;

- Energy crisis which sent costs for heat and light skyrocketing and forced some institutions to curtail activities;

- Authorization of collective bargaining by public employees under P.A. 75-556.

POPULATION

The updated projection from the United States Department of Commerce (USDC) is that, by 1990, Connecticut will have 3.7 million residents, an increase of 600,000 over 1973, or one percent per year. This will be 1.7 percent of the nation's population, compared to the present 1.8 percent, and slightly more than one-quarter of the population of New England.

This is a downward revision by USDC of its 1972 "State Projections of Income, Employment, and Population to 1990." This revision--discussed in the June, 1974, *Connecticut Business Trends* (2)--was necessitated by unforeseen developments of the sort that often plague forecasters.

The major unexpected development which mandated the population revision was the marked decline in the birthrate and absolute numbers of births which occurred after the original study. The earlier projections assumed a national population of 270 million by 1990, based upon a lifetime fertility rate of 2,800 per thousand women. The revised projection assumes 2,100 births per thousand women by 1990, a rate which will produce a static or zero growth population if it continues. The rate in 1973 was even lower--1,902 per thousand women--which could produce a declining population.

Connecticut's birthrate from 1970 to 1973 decreased 26 percent, twice as fast as the national average, according to the State Department of Education. Another reason cited for the slower rate of population

growth in Connecticut during this period, in comparison with the rest of the country, is a smaller rate of in-migration as a result of reduced job opportunities. If these trends continue, the state's population of 1990 may be somewhat less than the 3.7 million projected by the U.S. Department of Commerce and the college-age population somewhat lower than previously projected.

INCOME

In 1969-73, according to the U.S. Department of Commerce, (3) Connecticut's per capita income rose at a slightly slower pace than that of New England and at a substantially lower rate than that of the nation.

The real income of Connecticut's citizens fell by about one percent in 1974 compared to 1973. The state's up-and-down economy generated $19.7 billion of personal income in 1974, a gain of almost nine percent over the preceding year, while consumer prices rose 10.4 percent. Economists point out, however, that Connecticut can take this sort of adjustment better than most states, since its average yearly income is still high in relation to the rest of the nation.

PRODUCTIVITY

The second factor necessitating the USDC's revised projections of income was the agency's realization that both the original productivity estimates and the estimates of the number of hours people will work per week in 1990 were too high. The new projections assume that productivity per man-hour will increase on an average of 2.9 percent over the years to 1990, instead of the 3.3 percent increment which held from 1948 through 1971. A factor to be taken into account also is that productivity increases more slowly in the service industries than in manufacturing. This is particularly relevant for Connecticut, since the occupational outlook is for less manufacturing and more service industries. As a percentage of nonagricultural employment, manufacturing dropped from 41 percent in 1969 to 31.3 percent in 1975. During this same period, employment in the service areas increased. (see Table 1, page 6)

THE ECONOMY

Historically, economic recessions start later and end later in Connecticut than in the rest of the nation. The present slump is no exception.

Dr. Edwin J. Caldwell, economist and editor of CBT's *Trends*, attributes the lag to the fact that Connecticut is a major supplier of capital equipment. Some plans cannot be dropped on short notice. Similarly, after business

activity begins to pick up in the rest of the nation, there may be some delay before orders for new capital equipment begin to come in.

Connecticut's lag in coming out of the recession has been abnormally long this time, partly as a result of the earlier drastic decline in

TABLE I

CONNECTICUT EMPLOYMENT (in thousands)

Indicating Changing Demand in Job Opportunities

	1969		1974		
	Number	% of Total Nonagric.	Number	% of Total Nonagric.	Change in % 1969 to 1974
Total Nonagriculture	1194.1	100	1263.4	100	0
Manufacturing	472.4	39.6	430.8	34.1	-5.5
Construction	55.8	4.7	54.1	4.3	-0.4
Transportation, Communications, Utilities	52.2	4.4	55.4	4.4	0
Trade	217.8	18.2	249.0	19.7	+1.5
Finance, Insurance, Real Estate	69.1	5.8	85.6	6.8	+1.0
Services	175.9	14.7	216.2	17.1	+2.4
Government	150.9	12.6	172.3	13.6	+1.0

Source: Conn. Dept. of Commerce/Sept. 1975

defense contracts. By mid-1975, the downslide in business in the state had eased a bit, but unemployment was still running over ten percent. If the economic upturn in the nation continues, the state's upswing should follow, perhaps early in 1976, when spending for capital equipment should accelerate.

The long-range prognosis for Connecticut's economy is optimistic, even though the real value of goods and services produced in 1974 was down 2.3 percent. This was the

first time that real output had dropped since 1970. With defense contracts moving forward again, the next decade could be a relatively good one for manufacturing in Connecticut.

An important question for the long term is whether Connecticut, which moved from a fast-growing to a slow-growing state in the 1969-73 period, will remain permanently in the slow-growing category. Economist Edwin J. Caldwell's analysis of the slow growers shows a heavy dependence on manufacturing, for which a long-term decline is predicted in both the nation and the state. The Connecticut Labor Department, however, expects considerable expansion in the service industries in Connecticut during the balance of the '70s. These are the growth sector of the economy both nationally and in the state, especially for new jobs, and they are less cyclical than manufacturing in responding to rapid rises and falls in the economy generally.

OCCUPATIONAL OUTLOOK

The Connecticut Labor Department prepares its job projections for the state every ten years, following the release of the national census. In *Occupational Outlook 1970-1980* the department forecast that about 70,000 job opportunities per year would open up in the state throughout the decade. This includes both new positions and replacements. Manpower replacements in all fields due to deaths and retirements were estimated at more than half a million or three times the number of new job openings.

The department has made no overall revision in its projections since the onset of the recession and the petroleum shortage. Some expansion in jobs, however, is still expected for the balance of the decade, mainly in the nonfactory sector, with the service industries--led by health-care facilities and business-service firms--showing the largest gains.

While manufacturing remains Connecticut's largest employer--holding relatively steady in the past few years with about 30 percent of the nonagricultural work force--a gradual shift toward more white-collar employment is expected to continue. More jobs--nearly two of every ten positions available--will require professional or technical skills. The professional-technical ranks in the state should increase by nearly 4,000 new positions a year, with a variety of new jobs resulting from the growing emphasis on cleaning up, restoring and conserving the environment.

The strongest relative growth is evident among managers, officials and proprietors--

classifications for which the Labor Department had estimated 38,000 new jobs during the decade. Sales staffs were expected to increase by 19,000.

A continuing decline is anticipated in jobs requiring semiskilled and unskilled labor. Jobs will deal more with people and less with material things, although the need for engineers is expected to be considerable, perhaps as many as 900 openings a year for professional engineers and an almost equal number for technicians, despite dislocations for earlier cutbacks in defense and aerospace.

The greatest number of new jobs--48,820 between 1970 and 1980--was expected in the clerical sector for secretaries, typists, cashiers, bookkeepers, bank tellers and billing clerks. Experience seems to bear this out. The best placement records in recent years, according to Professor David Pinsky, Labor Education Center, University of Connecticut, have been in business and printing, with good records also in food preparation and serving, and in the allied health fields.

Other fields requiring new workers are: accounting, personnel and labor relations, the law, social work, editing and reporting, research, computer programming and systems analysts. Two occupations which appeared in the 1970 census but in which too few persons were engaged for separate listing in 1960 are computer specialists and operations and systems researchers.

TEACHER DEMAND REVISED

At the beginning of the 1970s the Connecticut Labor Department projected a need for nearly 21,000 teachers, mostly replacements, during the decade. By 1975, however, the State Department of Education reported that the demand was running about 600 a year rather than the 2,000 per year previously anticipated. Opportunities are still fairly good for teachers who are specialists in remedial education, early childhood development and programs for the handicapped and underprivileged.

WOMEN WHO WORK

Between 1920 and 1972, the number of women workers in the United States rose from about one in five to almost two in five or 38 percent of the civilian labor force. The percentage of women high school graduates going on to college exceeds that of men, and a larger percentage remain to graduate. The more education a woman has, the more likely she is to be in the labor force. One of every nine women who work is a college graduate, and almost seven out of ten have the minimum of a high school education. Their distribution throughout the range of jobs, however, is erratic, and a

differential between the earnings of men and women of the order of 20 to 30 percent--depending upon the occupation--still exists.

"There is no way to keep supply and demand in labor in perfect accord," says Robert A. Goldwin, special assistant to the President of the United States and a strong spokesman for liberal arts studies. Yet he notes that, in planning future programs, institutions must consider how they can contribute to the development of "saleable skills" in their graduates, if they are to attract students. (1)

ATTITUDES

One aspect of today's social scene that is difficult to document is why so many young people are not interested in college. There is ample evidence that large numbers--in other countries as well as in the U.S.--are saying "Who needs it?"

Many reasons, business and social, are being advanced to explain the phenomenon. On the practical side, there is the loss of economic advantage. The difference in starting salaries and in expected income for noncollege and college graduates has been narrowing. If one includes the increases in tuition and fees, and the income foregone during the college years, the rate of financial return on an investment in college falls significantly. One set of estimates places the drop in return from 12 percent in 1969 to eight percent in 1974. (4)

The advantage of college, while not entirely wiped out, may be sufficiently eroded to influence parents, particularly families in the $7,500 to $15,000 income brackets, to reconsider the financial sacrifice and to put less pressure on their children to attend college. Between 1969 and 1974 the fraction of 18-19-year-old men enrolled in higher education fell from 44.0 percent to 33.4 percent, according to Freeman and Hollomon, Center for Policy Alternatives, Massachusetts Institute of Technology. (4) While the decrease occurred in all social strata, it was most pronounced among lower-middle-class families.

Also, the recent job shortage, while affecting both college and noncollege graduates, probably has a greater psychological effect on those who have invested time and money in acquiring a degree. Consumers are fed up with inflation, and it is reasonable to expect that their resistance to rising costs will affect college enrollments and public support for higher education.

Another assumption that Americans are questioning is whether or not college is a guarantee of upward mobility. Not only do statistics indicate that there are not going to be enough kinds of jobs to enable

graduates to reach the higher pay brackets, but the status of having a degree may be lessened by open enrollments and--in theory at least--college for everyone.

The attitudes of today's young people toward material rewards and social status are considerably more nonchalant than that of their parents. As legally independent adults at age 18, they are free to move on their own. They no longer have to go to college to please their parents. If they "stop out" of education for a while there is no stigma and no loss of opportunity if they decide to return to college at a later date. They may even be able to get college credit for life and work experience acquired outside the classroom simply by demonstrating their competence on examinations.

These factors are contributing to a downward trend in full-time enrollments. Other possible influences that have been suggested include: The rejection by young people of the discipline and regimentation required in a traditional academic setting; a campus life--typified by cafeteria and vending machine meals and queuing up for almost every service--that is less comfortable and aesthetically less pleasing than college used to be.

Whatever the reasons, the taste for higher education is not universal nor unlimited, as Nathan Glazer points out in *The Public Interest*. (5) The limit of taste may be raised, however, by a change of direction in higher education and in its communication with the public. Diversifying the curriculum to help students acquire marketable skills is one way. Emphasizing the personal enrichment value of college for life in which leisure time is expected to increase is another. More important than either, perhaps, will be convincing the public that a liberal college education can contribute also to the job mobility that will be needed in the years ahead.

PUBLIC PRIORITIES AND SUPPORT

Clark Kerr, chairman of the Carnegie Commission on Higher Education, which produced a series of reports that received considerable public attention, admitted recently that "if we were to start right now, I don't think we would have any chance of getting the visibility that we did a few years ago."

The first symptom of higher education's problem was financial. The erosion of financial support is tangible evidence that priorities are changing. The proportion of state general revenue going to higher education has dropped steadily since 1968 in the midwest and since 1971 in the rest of the nation, according to a study by the Berkeley Center for

Research and Development in Higher Education (CRDHE). Seventy-five percent of the states now provide a smaller proportion of their tax revenues to higher education than in the recent growth period.

Lyman Glenny, director of the CRDHE, predicts that the proportion of state budgets going to higher education in 1980 will be no greater than now. If funds increase, it will be because of larger state revenues.

While there are no reliable data on the impact of inflation on higher educational institutions nationally, it is possible to get some indication

TABLE II

GENERAL FUND SUPPORT PER FTE STUDENT, 1970-71 TO 1975-76, SHOWING IMPACT OF INFLATION AND TUITION

For Regional Community Colleges, State Technical Colleges, State Colleges and the University of Connecticut (Storrs) Combined

	Current Dollars	Constant Dollars	Current Dollars Less Tuition	Constant Dollars Less Tuition
1975-76	1795	1248	1527	980
1974-75	1821	1393	1552	1124
1973-74	1707	1444	1421	1158
1972-73	1720	1582	1441	1303
1971-72	1659	1598	1472	1411
1970-71	1682	1682	1625	1625

Base year: 1970-71 Source: CHE/WRB

of what it has meant in Connecticut by comparing expenditures in current and constant or real dollars, using 1970-71 as a base. Expenditures from the General Fund for higher education in 1970-71 were $84.5 million for support of the regional community colleges, the state technical colleges, state colleges and the University of Connecticut (excluding the Health Center and the Commission for Higher Education). By 1975-76, expenditures from the General Fund had risen to $107.7 million, but in constant dollars adjusted for inflation, this amounted to only $74.9 million or a decrease of 11.4 percent.

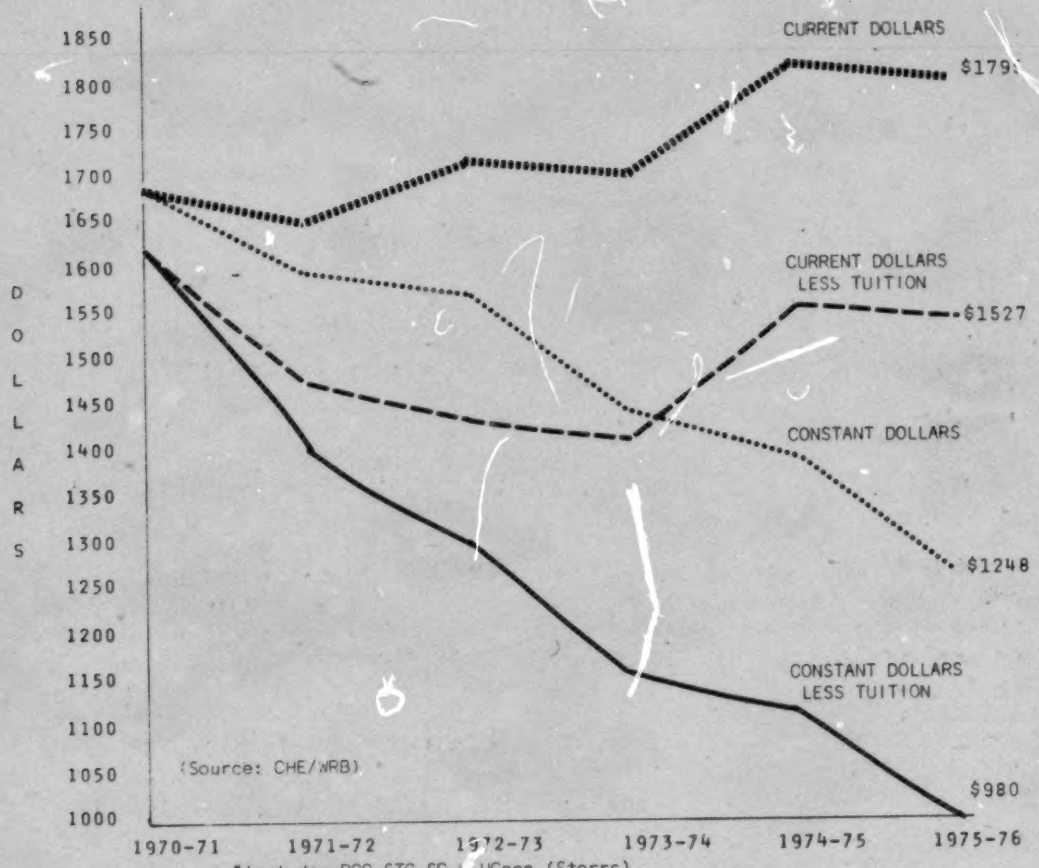
During this same period, full-time equivalent

enrollments increased 19.3 percent while expenditures per FTE dropped in constant dollars from $1,682 to $1,248 for a 25.8 percent loss. If one deducts the tuition collected, which goes into the General Fund along with tax revenues, the public expenditure per FTE in constant dollars is only $980. Table II (page 11) and Figure I (below) illustrate the impact of inflation during the first five years of the seventies.

Figure I

GENERAL FUND SUPPORT PER FTE STUDENT*
SHOWING IMPACT OF INFLATION

Base Year: 1970-71



*Includes RCC, STC, SC, UConn (Storrs)

SHIFTING STUDENT POPULATION

Connecticut's first Master Plan anticipated a slightly increasing demand for higher education through the 1970s, reaching its peak in 1979. There is still a good chance that enrollments in the state during this decade will follow this general pattern.

The longer outlook, however, both nationally and statewide, is less certain. The influences that conspired to make higher education a growth industry during the sixties--the high postwar birthrate, the popularity of college with high school graduates and their parents, the shortage of facilities and staff to accommodate demand, the effect of the draft--no longer exist. Not only will there be fewer young people in the traditional "college age" group during the next 20 years, but a smaller percentage of those who graduate from high school will enroll in college, if the present trend continues.

Consequently, nationally recognized forecasters, such as those at the U.S. Office of Education, National Center for Education Statistics (NCES), and the Carnegie Council, while differing in their estimates of the magnitude of the drop in future full-time enrollments, agree that the student population will change drastically in the 1980s and 1990s. Part-time students will probably predominate--they do already on some campuses--and they may be the reason for the unexpectedly high enrollment estimates for fall 1975 made by the NCES. Based on a sample of institutional survey responses for the aggregate U.S., the NCES estimated total college and university enrollment at 11.3 million--8.9 public and 2.4 private. This is an increase of 9.7 percent from 1974, in contrast to an earlier estimate from the U.S. Office of Education that fall postsecondary enrollment would be up only three percent. As the NCES points out, their estimate is "simply the numbers of people, without regard for full- or part-time enrollment status."

Headcount, of course, gives a slanted view, since it takes several part-time students to generate the contact hours and income of one full-time student. Many part-time students are enrolled in continuing education or extension departments, which in Connecticut and in many other states, are not supported by general revenue funds.

"The actual number of FTE students--and thus the funding base--in many colleges is going down while headcount indicates steady state," points out Glenny. "The part-time students, who account for this phenomenon, enroll in only a few classes; this erodes the institutional budget base while it creates increased costs for admission, counseling, and student services." (6)

Connecticut's total enrollment in fall 1975 included about 60,800 part-time students and 88,700 full-time undergraduate and graduate students. From 1972 to 1975 total full-time enrollment has increased by only 4.1 percent while the part-time has increased by 29.6 percent. There has been an increase in full-time enrollment of women and a decrease in men enrolled full-time.

Related to the increase in part-time enrollment is the rise in the average age of students. For all students in the United States, full- and part-time, the average age has risen above 24, the upper limit traditionally used to designate "college age." There are reportedly seven million students over 25 years old in college in America now and the number is expected to reach 11 million by 1980. (7)

Even if total enrollment were to stabilize, some reallocation of resources will be necessary, since the demands for various disciplines and programs keep shifting.

COLLECTIVE BARGAINING

The impact of P.A. 75-556 enabling faculties and other employees in Connecticut's public institutions of higher education to bargain collectively with their respective boards of trustees will be felt during the next two years. The law allows faculties to choose a collective bargaining agent if they wish to do so and designates the board of trustees of each unit as the employer.

During the coming months various unions will be seeking designation as the campus bargaining agents and petitioning the State Board for Labor Relations for elections leading to such designation. The boards of trustees are preparing for the possibility of having to enter into collective bargaining negotiations by developing policies and selecting negotiating teams.

Collective bargaining, where it takes place, will give a new context within which institutional budgets will be determined.

CAUSES FOR OPTIMISM

So much is being said and written about crisis and decline, about higher education being at a critical turning point, that there is danger of becoming preoccupied with the negatives. Despite the uncertain environment, Connecticut is still bullish about higher education's ability to plan and act positively to meet the challenges of the '70s and '80s.

In 1975, the General Assembly passed and the Governor signed P.A. 75-191--revising Section 10-324 of the General Statutes endorsing the seven goals for higher education (see page 2). They are

the foundation of the Master Plan.

There are other signs that Connecticut is closer to its objective of universal access to higher education than it was two years ago. Seventeen Public Acts adopted by the 1975 General Assembly relate directly to topics referred to in the Master Plan. Three laws were enacted to improve access for the physically disabled, and the proprietary schools, under federal regulations, are now included in statewide planning for post-secondary education.

The percentage of minorities enrolled in the state's colleges and universities is still climbing modestly. The overall enrollment base has broadened to include increasing numbers of part-time students. The Board for State Academic Awards, during its short existence, has helped 60 persons to accumulate sufficient credits to qualify for and receive Associate in Arts and Associate in Science degrees. The board is also maintaining contact with approximately 1,500 persons who are working actively toward degrees. They have applied to the board for evaluation of their previous credits, enrolled in courses, signed up for testing by the board or are preparing to take College Level Examination Program (CLEP) or other examinations for degree credit as a result of counseling by the staff of the board.

Representatives of both the public and private sectors are not only consulting together more frequently; they are listening to each other more carefully and seeking accommodations that will be acceptable and beneficial to both institutions and their students.

Discussions of ways to strengthen two-year education are taking place between the central office staffs of the community colleges and technical colleges, and with the Commission, taking into consideration the resources and needs of the various regions of the state. Opportunities for the transfer of students from two-year to four-year institut ons have been defined and are being publicized.

Criteria for performance evaluations--of programs, personnel and institutions--are being discussed. Members of the Management Policy Group, who are in leadership positions in both public and independent institutions, have indicated their awareness of the urgency of identifying methods for measuring and increasing cost effectiveness.

POSSIBILITIES FOR PROGRESS

The possibilities for renewal and improvement, even within the constraints of the present environment for higher education, are impressive. Among the developments that one can envision are the following:

■ *Capable administrators.* "The skills of managing a declining institution are not only different from but are probably in some sense greater than those required to manage institutional growth," says Kenneth E. Boulding, professor of economics and program director of the Institute of Behavioral Sciences at the University of Colorado in an article in *Change* magazine. (8) "One of education's first priorities, therefore, should be to develop a new generation of academic administrators who are skilled in the process of adjusting to decline."

■ *Widening of agendas.* Managers of a declining or no-growth enterprise, Boulding points out, have to think of more things that have not been thought of previously. Mistakes are not as easily overlooked or corrected then as they are in a growing institution.

■ *Willingness to ask the tough "What if...?" questions.* Administrators and board members are developing greater awareness of the computer and its benefits in decision-making, such as its ability to process large quantities of data speedily and to test actions being considered to determine what their effects will be on various aspects of the institution's or system's operation.

■ *Improvement of quality.* The environment of the late 1970s and 1980s demands that higher education, no matter how uncomfortable it may be with the change, move away from concentrating on numerical growth. This can have a beneficial effect on quality and cost effectiveness.

■ *Weeding out of obsolete or irrelevant courses.* The necessity for institutions to review their curricula critically will contribute to program quality. It may result in more concentration and trade-offs between institutions with under-enrolled courses, increasing provisions for students to cross-register for special courses wherever they are offered. However, it is imperative for the vitality of institutions to resist the temptation to close out classes or programs only because of small enrollments.

■ *Wider use of technology, such as television and the computer, as an aid to learning.* The tools for self-paced learning, available for several decades, are still underutilized, even for high enrollment courses. Yet institutions in other states that are using technology innovatively to augment classroom teaching and print media find that it affords faculty more time for small-group discussions and personal counseling. Also students like the options it offers them as to when and how they will master the assigned material, and the leeway it allows for self-pacing of

learning to achieve an agreed-upon objective.

■ *Movement toward more individualized, performance-based courses.* This will accompany--in fact, depends upon--the adoption of technological aids to instruction. Some institutions have a highly developed learning resources department. Brigham Young University, for example, converted its entire general education requirements to performance-based instruction in 1975. Entering students are pretested to determine their knowledge and skills in English, history, mathematics and the sciences. Objectives are prescribed for each student who can then "bone up" on the areas in which he or she is weak, pass a test on that module of instruction and move on to the next one.

■ *Identification and service of new clienteles.* This is not a new goal; it has always been implicit in the efforts toward greater equality of opportunity for everyone, regardless of race, sex, age, physical disability or financial status. Motivation has been strengthened, however, by the stress on lifetime learning, with courses offered at times and places convenient to those who want to enroll part-time, and by the necessity for workers to retrain frequently and to acquire new skills that will give them mobility between career fields.

■ *Sufficient emphasis on career orientation to attract prospective students.* While liberal arts may prove to be the best basic preparation for adapting to a rapidly changing job market, higher education has an obligation to provide Connecticut with a mix of programs. Provision must be made to accommodate those who prefer to acquire their job entry skills immediately following high school as well as those who want to get their broad general preparation first and then add specialized skills later. This may lead to increased efforts to interrelate liberal arts and career training, and to more movement of students between different types of institutions. Whatever the mixture of general and specific programs and whatever the pattern of attendance, the boundaries between the liberal arts and career education may be less clearly defined in the years ahead.

■ *A broadening of education's spectrum.* "What is likely to happen," writes the editor of *Change,* (4) "is that people will expect to get out of their post-high school educational experiences a broad spectrum of different benefits. No single educational ideal will any longer adequately fill this multiplicity of public needs. Whatever one seeks in one's own educational formulations--be it erudition, socialization, a trade, value generation, a profession--each should be somewhere available, and within comfortable reach of the learner,

though not all under the same roof."

■ *Greater regional and institutional cooperation.* Conditions appear conducive to more collaboration in the decade ahead. Each institution's initial hope is that it will be the choice of increasing numbers of students and that financial support also will rise. Realistically, planners know that this cannot be so for every institution. Cooperative planning coupled with dynamic competition presents hope for achieving diversity and using the state's resources for the maximum benefit of students.

TIME TO ADAPT

Connecticut has an advantage not enjoyed by every state in that its total enrollment has not dropped precipitously, and research indicates that there will be some additional increases through the '70s. This gives the state's educational and governmental leaders an opportunity to plan and prepare for the next two decades of lower full-time enrollments.

Second, the long-range outlook for economic recovery and growth is optimistic. The state's geographic location, its industrial capacity, its level of income, and many other factors place it in a favorable position.

Within this orientation, the supplement to the *Master Plan for Higher Education in Connecticut, 1974-1979* suggests some new considerations and some revisions to the original plan. The sections of the supplement which follow contain 30 new recommendations and 16 revised recommendations, along with the rationale for making both the new recommendations and the revisions. In addition, an up-to-date report is presented on the current status of each of the 117 recommendations in the Master Plan.

II. NEW CONSIDERATIONS: Proprietary Schools

Physically Disabled

Continuing Education and Community Service

II. NEW CONSIDERATIONS

During the development of the *Master Plan for Higher Education in Connecticut, 1974-1979*, the Commission for Higher Education recognized that in addition to the eight topics addressed in the plan, a number of other topics should be examined in the ongoing planning process. Among the topics identified for further study were: proprietary schools, research and graduate education, teacher education, personnel policy and collective bargaining. After publication of the plan, it was also decided that there should be a study made of the opportunity for the physically disabled and of continuing education and community service.

In 1974, the Commission for Higher Education appointed three resource groups, composed of representatives from business, industry, and the public as well as from education. The resource groups were asked to study and make recommendations affecting proprietary schools, the physically disabled, and continuing education and community service--three areas of postsecondary education which have been neglected nationwide.

Following receipt of the reports from the resource groups and the study groups, the recommendations made by the resource groups were discussed by the Staff Associates and by the Review and Evaluation Committee prior to being submitted to the Management Policy Group for approval and inclusion in this supplement to the Master Plan. Some revisions in the original recommendations were made by these groups before their adoption. The actions recommended in this chapter, therefore, are those which are based on those made by the resource groups, in some cases modified by other groups working to update the Master Plan.

PROPRIETARY SCHOOLS

This is a particularly important topic to be considered because of the federal legislation designating the Commission for Higher Education in Connecticut as the state's 1202 Commission for planning postsecondary education and because of the increasing emphasis that proprietary schools are receiving both nationally and statewide.

The report of this Resource Group, in April, 1975, identified its primary objective to be identification of the role and function of the proprietary schools within Connecticut's postsecondary system in order to maximize freedom of choice for students, and to plan better. It is clear that proprietary schools and their students are not fully recognized as equal partners with nonprofit institutions in postsecondary education, and there are continuing problems in respect to transfer, student financial assistance, and contractual opportunities. Legislation should be enacted to provide funds for student assistance in the proprietary schools, and Connecticut students enrolled there should be eligible for financial assistance grants. At the same time, the Commission for Higher Education along with the State Department of Education should make generally available information on postsecondary educational opportunities including the proprietary schools.

In 1973, the Carnegie Commission on Higher Education estimated that 3.8 million students were enrolled nationally in proprietary schools, excluding those solely in correspondence courses; this is 5.1 percent of an estimated 73.8 million postsecondary enrollment. A number of recent studies suggest that enrollment in proprietary schools will continue to increase, while those in collegiate institutions stabilize or decline.

POSTSECONDARY EDUCATION COMMISSION

At present, the State Board of Education licenses approximately 50 proprietary schools to operate in Connecticut. Of the group responding to a questionnaire from the Resource Group, the largest number had programs in business and commerce, followed by data processing, health services including paramedical, and mechanical and engineering technologies.

The Resource Group believes that for too long proprietary schools and their students have been an under-recognized component of postsecondary education. The few proprietary schools in the country that presented inferior educational programs and used questionable business practices may have obscured the sound administration and educational programs of the great majority of these schools.

Currently, Connecticut is one of the few states in the nation without a representative of proprietary schools on its postsecondary planning commission. The Resource Group believes that this is a serious omission that should be corrected promptly. It suggests that a representative who is affiliated with a licensed proprietary postsecondary institution be

made a member of the Commission, and that the Commission's planning committee include equitable representation of the proprietary sector. The Connecticut Association of Proprietary Schools (CAPS) would be an appropriate organization to make recommendations. This Association will be strengthened as more proprietary schools in Connecticut become supporting members.

Connecticut's proprietary schools are a valuable educational resource which offer programs and facilities often unavailable in collegiate institutions. Properly utilized, they could save money for the state and money and time for the student with a specific training need. To this end, the Resource Group concluded that the General Statutes should be amended to authorize the Commission to contract with the proprietary schools as well as with colleges and universities for programs, facilities, and service.

LEGEND

A	Board for State Academic Awards
C	Commission for Higher Education
E	Executive Branch of the State Government
G	General Assembly
H	All Constituent Units
I	Connecticut Conference of Independent Colleges and/or Independent Colleges
R	Regional Community Colleges
S	State Colleges
T	Technical Colleges
U	University of Connecticut
O	Other, including State Board of Education, Department of Public Works, Department of Finance and Control, Proprietary Schools

ACTIONS RECOMMENDED		1976-77	1977-78	1978--
118	*That the Commission for Higher Education recommend that the General Assembly amend Section 10-323 of the General Statutes to include provision requiring that one member of the Commission for Higher Education be affiliated with a licensed proprietary postsecondary institution in the state*		C G	

ACTIONS RECOMMENDED		1976-77	1977-78	1978--
119	*That the Commission for Higher Education include equitable representation of the proprietary sector of postsecondary education on any academic program advisory group it may establish*		C O	
120	*That Section 10-326(f) of the General Statutes be amended to authorize the Commission for Higher Education to contract with the proprietary schools as well as with the independent colleges and universities for programs, facilities, and services*			C G O
121	*That legislation be enacted to provide accredited proprietary schools with funds, based on enrollment of Connecticut students, to be used solely for student financial assistance*			C G O
122	*That Connecticut students enrolled in Connecticut proprietary schools licensed by the State Board of Education be made eligible for student financial assistance grant programs*		C G O	
123	*That the Commission for Higher Education invite proprietary schools to participate in implementation of the Information System and in the program planning procedure*		C O	
124	*That the Board for State Academic Awards extend external credit to students in proprietary schools through evaluations made by panels of judges qualified to determine the value of programs based on the accomplishments of students who matriculated through proprietary school programs*			A C O

		1976-77	1977-78	1978--
125	*That the Commission for Higher Education, in cooperation with the State Department of Education, disseminate information on postsecondary educational opportunities in Connecticut*	C O		

THE PHYSICALLY DISABLED

Connecticut is the first state in the country to address the problems of the disabled as a major topic in master planning. A Resource Group on the Physically Disabled in Connecticut Postsecondary Education, which made its report to the Commission in May, 1975, was concerned about equal opportunity and discrimination, about educational disadvantage and unemployment, for the one out of seven persons in Connecticut who is disabled and the one in four persons who is likely to become disabled permanently or temporarily. Included are persons who are deaf, blind, or lacking in free mobility. While education will not solve all of their problems, the lack of it will perpetuate many of their problems.

The question to be faced is not the legitimacy of the need for facilities and services for the disabled at Connecticut's postsecondary institutions, but rather how such accommodation can be provided within the fiscal limitations of college budgets and state funds. This is an area of need which can be eased through regional cooperation and through contracting for accessible programs which the Commission for Higher Education is authorized to do in Section 10-326f of the General Statutes.

NEED TO TAP AVAILABLE FUNDS

Many federal programs include provisions for the physically disabled even though the primary intent of the programs may be more general. It appears that Connecticut has not sought as effectively as have some other states to use these available funds for facilities and programs for the disabled. Whatever the reason, the Commission in conjunction with the state's postsecondary institutions could perform a very useful service by providing a clearing house on educational programs, both here and in other states, that are available to the physically disabled, and on funding sources for these. Then a process should be established to assure that all new buildings and educational programs in Connecticut are truly accessible to the disabled. Also,

it would be helpful if the Commission and the State Department of Education would develop closer liaison to make possible better articulation of secondary and postsecondary programs for the disabled.

RESOURCE GROUP FINDINGS

Much attention has been focused on buildings constructed prior to legislation requiring accessibility to the disabled in new construction. Yet many of Connecticut's facilities built or renovated since 1968 have incorporated a variety of barriers which have perpetuated accessibility problems for the disabled. This fact makes it essential, the Resource Group concluded, that within the next year the Commission and the appropriate institutions develop an in-depth architectural survey document, using the services of disabled students where possible, and make a survey of each campus. Based on the findings, the General Assembly could authorize capital funds to correct the most serious barriers indicated by these surveys. Institutions could indicate their priorities to the General Assembly when they request capital funds. At the same time, each of the public institutions should be required to indicate its initial priorities and allocate a certain amount of its annual budgets for campus barrier removal. At least one graduate institution should provide modified residence facilities, transportation, and supportive services for the disabled. Also, much can be done administratively, such as bringing programs to the disabled by scheduling them in an accessible building and having the faculty come to that location.

OTHER BARRIERS

While physical barriers may be the most obvious problems, access to higher education for the physically disabled involves other concerns, particularly relating to agency sponsorship, previous education, minority status, and the admissions process. Progress can be made in relieving these problems if at least one institution were to develop a precollege orientation and remedial program to meet the needs of each of the major disability groups, and to provide in-service training to personnel from other institutions. Also, admissions criteria should be developed and used to augment the customary standardized tests in evaluating the potential of the disabled.

Each institution's catalog should summarize the accessibility of the campus, noting particular problems and the name of the person designated to provide assistance to disabled persons. Pre-registration and one-stop registration procedures should be developed and announced. There are also

some low- or no-cost services that should be provided. These include provision for adequate parking for the disabled and the enforcement of regulations relating to it. Also, Occupational Safety and Health Act (OSHA) regulations concerning safety in pedestrian areas at construction sites, the use of audible and visual signals near hazardous construction areas, appropriate temporary accessibility measures, and softening of hydraulic door closures to provide easier access by persons in wheelchairs and on crutches should be followed. Further, the American National Standards Institute (ANSI) specifications should be enforced for all new higher education facilities funded by the state or with federal funds.

There needs to be a statewide or New England regional media center to provide appropriate recordings, large print, computer braille, and similar media for blind and deaf students. Also, there should be a transfer track at a four-year degree-granting institution to accommodate students from Northwestern Connecticut Community College's program for the deaf. The present program there should be continued after the termination of the federal grant.

The Resource Group reported that there is a lack of opportunity for the disabled in vocational technical training. Architectural barriers and lack of supporting services at the state vocational training schools and colleges severely limit opportunities to acquire the high-level skills necessary to compete in the job market.

The disabled are not "special" because of their disability, but because of their exclusion from their non-disabled peers. The suggestions in this section would be desirable steps in lessening this exclusion, and in facilitating freedom of choice in selecting an educational program that can meet each student's needs. (For legend indicating responsibility for implementation of recommendations, see page 23.)

ACTIONS RECOMMENDED		1976-77	1977-78	1978--
126	*That the Commission for Higher Education should be funded so that, in cooperation with the institutions of postsecondary education in Connecticut, it can provide a clearing house for information on educational programs and funding sources that are available to the physically disabled*	C G H I O		

	ACTIONS RECOMMENDED	1976-77	1977-78	1978--
127	*That the Commission for Higher Education, in cooperation with the constituent units and the Department of Public Works, establish a process which assures that all new buildings and educational programs in Connecticut are truly accessible to physically disabled persons*			C H O
128	*That funds be made available so that the Commission for Higher Education and constituent units, utilizing disabled students where possible, develop an in-depth architectural survey instrument and make such a survey of each campus*		C H	
129	*That the General Assembly authorize capital funds over a five-year period for the purpose of correcting the most serious barriers, in terms of demand and accessibility, that have been indicated by the survey*		G	
130	*That the General Assembly appropriate for each public unit of higher education special funds to be used solely for the purpose of removing minor campus barriers as part of the ongoing maintenance and restoration projects*		G H	
131	*That at least one graduate degree-granting institution be designated and funded to provide modified residence facilities, transportation for students in wheelchairs or on crutches, and a full range of supportive services for blind, deaf, and physically disabled students*	C H		
132	*That the ANSI (A 117.1) specifications for making facilities*	E O		

		1976-77	1977-78	1978--
	accessible to and usable by the physically disabled be enforced for all new state-funded higher education facilities and for all education facilities constructed with federal funds	E O		
133	*That all teacher education programs include identification of learning and physical disabilities in their curriculums*		H I O	
134	*That at least one institution develop a precollege orientation and remedial program to meet the specific needs of each of the major disability groups and that the institution also offer in-service training to personnel from other institutions without such a program*	C H		
135	*That admissions criteria be developed and used to evaluate the potential of disabled applicants and that where appropriate measures other than SAT, GRE and similar standardized tests be used to augment the conventional tests in evaluating the potential for college of blind, deaf or learning-disabled (perceptual motor) applicants*			H
136	*That institutions in the state implement all possible low- or no-cost services to the handicapped, including:*		H	
	(a) Designation of a qualified individual or office to deal with the special problems of disabled students			
	(b) Provision for appropriate parking and enforcement of parking regulations			

ACTIONS RECOMMENDED		1976-77	1977-78	1978--
137	*That the Commission for Higher Education and the State Department of Education develop closer liaison to insure better articulation between the postsecondary programs for the disabled offered in secondary and postsecondary institutions*		C H I O	
138	*That the Commission for Higher Education promote the development of a statewide or New England regional media center to provide appropriate media (i.e., recordings, tapes, large print, computer braille) to blind and deaf students*			C H O
139	*That the state continue the program for the deaf at Northwestern Connecticut Community College after the termination of the federal grant*	G R		
140	*That a transfer track for the deaf, including supportive services, be established at a four-year, degree-granting institution to accommodate transfer students from the Northwestern Connecticut Community College's program for the deaf*		R H	
141	*That at least one technical college provide supportive services to meet the needs of blind, deaf and physically disabled students*		T	

CONTINUING EDUCATION AND COMMUNITY SERVICE

The Resource Group on Continuing Education and Community Service made its report in July, 1975. It noted from the enrollment data published by the Commission for Higher Education for the fall semester of 1974 that interest in some form of collegiate education other than the regular, full-time, daytime, residential degree programs is rising even faster than expected. While full-time undergraduate enrollment increased by only 1.4 percent from fall 1973 to fall 1974, part-time undergraduates increased by

29.8 percent. This included a part-time enrollment increase in the regional community colleges of 33 percent for this same period.

These enrollment figures include only students registered for credit courses, and do not take into account the many others who participate in noncredit courses in collegiate and non-academic institutions, including the training programs of private businesses. For example, this year approximately 120,000 adults are enrolled in Connecticut public school low-cost, adult education programs in about 5,500 different classes in 80 communities.

These students in part-time, noncredit, adult education courses are predominantly adults with primary responsibilities in society other than pursuing education. Their interest in educational assistance has confirmed the appropriateness of the concern expressed in 1973 by the Commission for Higher Education. Now Connecticut's postsecondary institutions are redeploying their resources in different ways, and with varying degrees of success, to meet the needs of these part-time students. The Resource Group concluded that unless there is conscious leadership by the Commission for Higher Education for coordination, the institutions are likely to engage in unrestrained competition leading to wasteful or unneeded services. At the same time, in spite of growing interest, continuing education and community service still have low priority at many institutions in terms of access and support, and many needed courses are not being offered at all, because of financial constraints.

The programs that are available are not sufficiently publicized. One of the primary needs identified by the Resource Group is to make information about all the programs offered in a region easily accessible to residents of the area through a central information or counseling center. This service can be provided by the regional counseling centers recommended in the Master Plan (Recommendation 72) or through cooperation with existing community agencies.

ROLE FOR THE COMMISSION

While it is not considered by the Resource Group that the Commission should become involved in the operation and administration of continuing education programs, which are often local or regional in their purpose and impact, the group did feel that there is an important role for the Commission in this situation: to establish a framework in which the public interest would be protected and institutional interests coordinated for the most efficient use of resources, while encouraging useful competition to secure convenient

services of highest quality.

One of the administrative mechanisms suggested by the committee was the formation of regional consortia to carry out whatever policies may be decided upon by the Commission. An advantage of a formal organization, such as a consortium, is that it can seek funding for its activities and administration from outside sources, including the federal government. In some regions, there may be an agency or organization such as a library that can assume the functions of clearinghouse of information for prospective students. In the southwest region, for example, there is a consortium of higher education institutions through which members share resources and provide some services cooperatively. In the southeast, the regional counseling center funded through P.A. 140 can enlarge its role. In regions where there are no organizations or community agencies which might coordinate information and provide counseling regarding continuing education programs, it may be necessary to develop a suitable structure to meet local needs.

While undoubtedly the present depressed economy has been an important factor in increasing enrollment in continuing education, it is equally clear that even in better times there is a need for policies and practices to enable institutions to finance these programs, and to avoid inequities in charges to students.

Such a framework could be the basis for a systematic, flexible yet durable, and economical approach to a growing class of learners whose persistence, motivation, and sacrifice deserve greater assistance and recognition than have been accorded them in the past. (For legend indicating responsibility for implementation of recommendations, see page 23.)

ACTIONS RECOMMENDED		1976-77	1977-78	1978--
142	*That continuing education policy guidelines be developed for the benefit of part-time as well as full-time students*	C H		
143	*That the Commission for Higher Education establish policies for coordinating and articulating continuing education with the State Board of Education and its related programs*			C O
144	*That equitable status be given to*			H

		1976-77	1977-78	1978--
	continuing education faculty who have qualifications equivalent to regular faculty			
145	*That the Commission for Higher Education seek equitable funding for continuing education programs in order to remove inequities in charges made to part-time students*		C G H	
146	*That part-time students be provided supporting services equivalent to those provided for full-time students*		H	
147	*That the Commission for Higher Education support the development of regional information and counseling centers, using and supplementing existing organizations and resources where possible, to gather, share and disseminate information about continuing education programs*	C H I		

III. REVISED RECOMMENDATIONS

- *Organization and structure*
- *Enrollment*
- *Facilities*
- *Programs*
- *Nontraditional approaches*
- *Transfer*
- *Equal opportunity*
- *Finance*
- *Statewide Information System (I/S)*

III. REVISED RECOMMENDATIONS

Part of the process of updating the Master Plan, in addition to the formulation of new recommendations, was a complete reexamination of the status of the 117 original recommendations. Steps in the procedure included the following:

- Collection of data from the constituent units and the Commission for Higher Education for an implementation report (see Appendix, Exhibit 1) to show the extent to which actions recommended have been undertaken;
- Review of each of the 117 recommendations by the Staff Associates, the Review and Evaluation Committee, and the Management Policy Group;
- Retention in their original form of 101 recommendations so that implementation can continue on the many actions which could not be completed in the relatively short time since the Master Plan was developed;
- Revision for clarity and content of 16 of the Master Plan recommendations.

The revised recommendations and the rationale for their revision appear in the balance of this section. They are arranged according to the original topical section headings. The numbers of these revised recommendations coincide with the numbers of the actions recommended in the *Master Plan for Higher Education in Connecticut, 1974-1979*.

ORGANIZATION AND STRUCTURE

The Master Plan recommends retaining the basic overall organization and structure of higher education in Connecticut, which consists of a central coordinating agency and five constituent operating units, each with its own governing board. Within this context and following discussions subsequent to the presentation of the Master Plan to the General Assembly in January 1974, revisions have been made in four recommendations relating to organization and structure. They are as follows:

7R *That Connecticut continue for two years a moratorium on the establishment of new public institutions, including the escalation of two-year university branches to four-year status*

The reasons for recommending that the moratorium be extended for at least two years are not unlike the ones for adopting the original recommendation; if anything they have been strengthened by the tight fiscal situation and falling enrollments.

8R *That the Commission for Higher Education, after consultation with the concerned and interested governing boards, furnish to the General Assembly, prior to its authorization and funding of any new institutions, the educational justification of the need for its establishment based upon the Commission's studies of population density, facility utilization, program inventory, availability of comparable programs in the region and other criteria of need*

Need for a new institution must be well documented by Commission studies of population density, trends in birth rate, facility utilization, program inventory--particularly of programs available in the region--and projections of job opportunities for graduates. The revision in 8R stresses the desirability of the studies being carried out in consultation with the governing boards of the institutions concerned.

9R *That each constituent board and each institution through its board develop an up-to-date mission statement, subject to approval by the Commission for Higher Education, that will encompass the programs and services institutions are being expected to offer in the '70s*

This revision is designed to make the recommendation more straightforward and to clearly delegate responsibility to the boards. The chief executive officers and the Chancellor have been discussing the mission statements (Recommendations 9-12). Work on their development is progressing among the institutions and the constituent boards. The University has developed a statement, submitted it to its board, and is revising it prior to submission to the Commission.

For the state colleges, a mission statement is being drafted by the central staff and will be reviewed by the Board Planning Committee made up of board of trustee members

and the presidents of the four state colleges. At the same time, the colleges are in the process of developing their own institutional plans.

Since the mission statement will form the basis for many of the other actions recommended, such as program approval and performance evaluation, they are important to the plan's implementation. In view of the progress being made, it is expected that submission and approval of the mission statements now under preparation by the constituent units should be completed in 1976.

21R *That the governing boards of the state technical colleges, the regional community colleges and the University, in conjunction with the Commission for Higher Education, study and report, prior to July 1, 1976, on methods for improving the relationships of the three two-year components in order to expand educational opportunities in the respective regions*

The executive directors of the state technical colleges and the regional community colleges report that they have been discussing methods for improving the interface of the three two-year components in order to expand opportunities in the regions. It is recommended that there be suggestions on more specific proposed accommodations among the three units offering two-year programs by July 1, 1976.

ENROLLMENT

A basic ingredient of planning in higher education is the matter of enrollment. At what rate will it change? What proportion of the students enrolled will attend full-time and what proportion part-time? What types of institutions will students elect to attend? How many high school graduates will decide to continue in postsecondary education?

These are some of the tough questions that educational researchers have to deal with daily. Nationally and in Connecticut, enrollment projections are continually being scrutinized and while short-range projections are relatively accurate, the long-range alternatives suggested by various authors differ widely (see Figure 2, page 40).

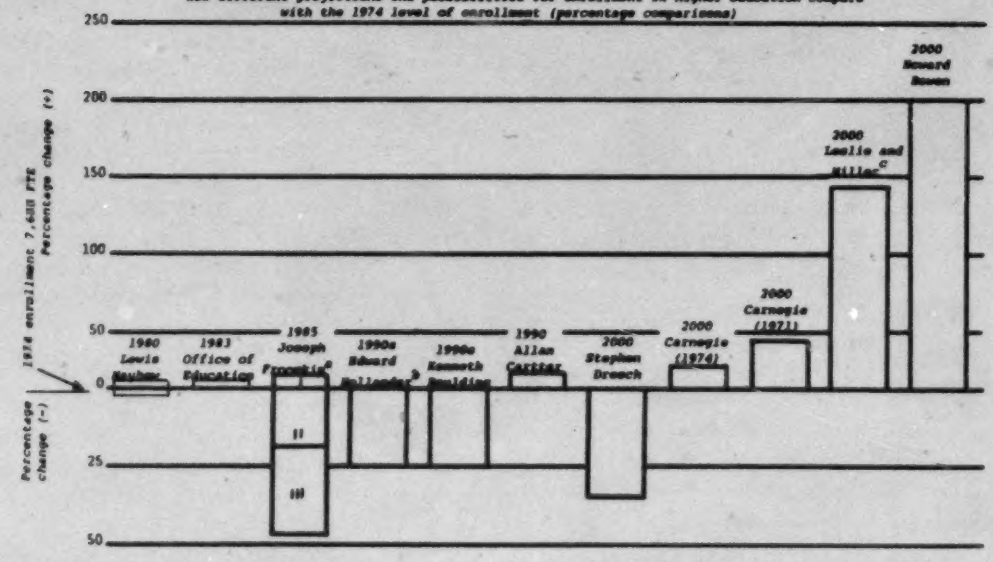
Factors to be taken into account include population trends, social and economic conditions, and the value which the public places on a college education as an income-producing investment.

The enrollment experience of the last two years in Connecticut's institutions of higher education seems to substantiate

the projection in the Master Plan that expansion in total enrollment, full-time and part-time, will be about six percent over the next three years, through the fall of 1978 (see Figure 3, page 41). To describe what is happening, it is necessary to look backward as well as forward.

FIGURE 2

How different projections and possibilities for enrollment in higher education compare with the 1974 level of enrollment (percentage comparisons)



[a] Froomkin sets forth three "scenarios."

[b] Enrollment level for full-time undergraduates in the state of New York.

[c] Leslie and Miller assume that enrollment in higher education is linked directly to the rate of growth of the total gross national product. The Council has estimated the implied growth on the assumption that real GNP rises at an annual average rate of 3.5 percent a year from 1974 to 2000.

Source: Carnegie Foundation for the Advancement of Teaching

A LOOK AT THE PAST

Between 1960 and 1970 enrollment nationally more than doubled (119 percent) as shown in the Master Plan. The average annual rate of increase was 8.5 percent, four times the rate of the previous decade. A part of this extraordinary growth was due to the change in the rate of high school graduates continuing to college. It rose from 50 percent to 61 percent in the United States and from 58 to 72 percent in Connecticut between 1960 and 1970.

FIRST HALF OF THE 1970S

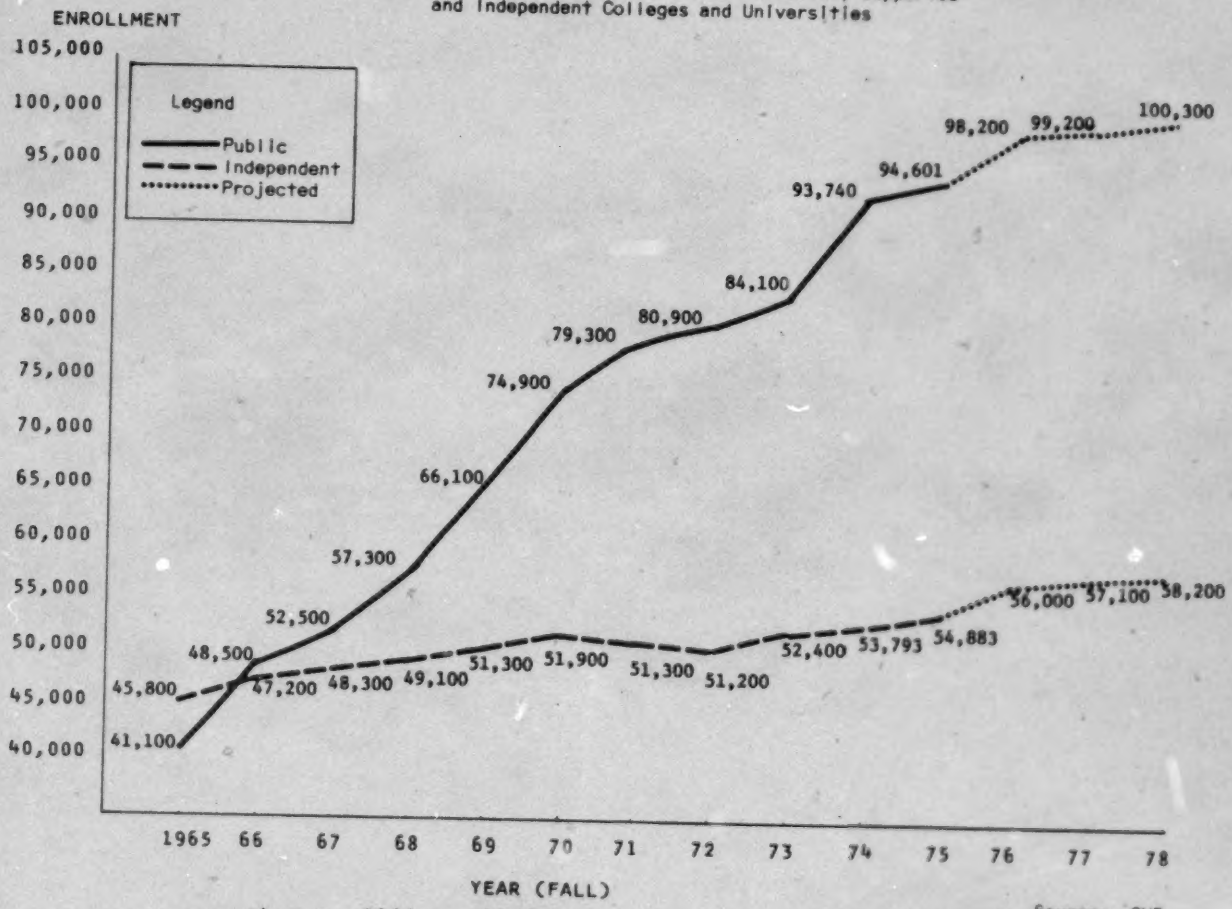
Since 1970 some national trends have been reversing. The effect of the decrease in grade-school age groups, however, will not be felt dramatically in the colleges until the mid-1980s or later. The 18-to-24-year-old population is increasing with more than a million added to this age group since 1970 but at the same time, the fraction of 18- and 19-year-old men enrolling in higher education nationally fell from 44 percent to 33 percent between 1969 and 1974.

Connecticut so far has followed both of these trends with

FIGURE 3

TOTAL ENROLLMENT IN CONNECTICUT COLLEGES AND UNIVERSITIES

Roster (Head) Enrollment Counts for Publicly Supported and Independent Colleges and Universities



Source: CHE

its continuing rates dropping between 1969 and 1974 from 69 percent to 60 percent for public high school graduates and from 89 percent to 81 percent for nonpublic high schools. This decrease would have been noticed more dramatically in Connecticut if it had not been balanced by the increased size of the traditional college-age population. The proportion of women enrolling in Connecticut colleges and continuing to graduation, following the national pattern, has changed less than the rate for men, helping to maintain a modestly rising enrollment.

TABLE III

POPULATIONS AND CHANGES IN H.S. GRADUATES (Nearest 100th)

Year	Graduates Public H.S.	Graduates Private H.S.	Total Graduates Pub. & Prv. H.S.	Increase From Previous Year
1970	35,800	6,300	41,100	(Base Year)
1971	36,200	6,500	42,700	1,600
1972	37,900	6,600	44,500	1,800
1973	39,300	6,800	46,100	1,600
1974	39,600	6,700	46,300	200
1975*	40,900	6,500	47,400	1,100
1976	41,300	6,500	47,800	400
1977	41,400	6,500	47,900	100
1978	41,600	6,500	48,100	200
1979	43,000	6,500	49,500	1,400
1980	42,000	6,500	48,500	-1,000
1981	42,900	6,500	49,400	900
1982	42,400	6,500	48,900	-500
1983	40,700	6,500	47,200	-1,700

* The data after 1974 are based on estimates from the State Department of Education for the graduates of the public high schools and are based on the assumption that the population from/among the private high school graduates will level at 6,500.

LOOKING TO THE FUTURE

There are too many uncertainties, particularly for long-range projections to the 1980s and 1990s, to simply extrapolate past volume and rates of change into the future. One of the hidden variables in the recent enrollment increases is that they are due mostly to part-time students, with the national rate of increase of part-time to full-time students approximately two to one. (10) However, in Connecticut the dramatic increase

in part-time enrollment in 1974 was not repeated in 1975. There was a big jump in 1974 over 1973 (18 percent) but the increase in Connecticut's part-time enrollment in 1975 was only 1.7 percent.

As a result of the fluctuating enrollments, colleges and universities will be looking for new patterns of programming, budgeting and scheduling that will allow them to respond to the changes.

These, in brief, are some of the aspects of enrollment upon which higher education must focus its planning efforts in the next few years.

FACILITIES

Events in higher education are making it increasingly apparent that there is a need to develop new criteria, other than square foot per student, as a standard for evaluating the adequacy of facilities on a campus. Two of the factors are the increase in part-time enrollment which spread the use of the available facilities over more hours, and the developing interest in non-traditional methods of acquiring education through off-campus study, independent programs, and credit by examination for knowledge and skills acquired outside the classroom. Each board of trustees will undoubtedly consider these points in implementing the Master Plan recommendation regarding a comprehensive review of existing facilities and its utilization in the preparation of capital budget requests.

The goals of leasing space and sharing facilities still have a high priority. Of the recommendations proposed in the original Master Plan only one has been revised, to give greater specificity to the source of the guidelines and techniques, and the computerized programs relating to them, which are nationally known and commonly referred to by the acronym NCHEMS.

The revised recommendation is:

30R *That the reviews of space needs make full use of guidelines and techniques described in the* Facilities, Planning and Management Manual *published by the National Center for Higher Education Management Systems (NCHEMS) at the Western Interstate Commission for Higher Education (WICHE)*

PROGRAMS

Effective implementation of the Master Plan recommendations regarding programs hinges on such key activities as the development of mission statements, reorganization of the Commission's committee structure for program planning and approval, and more effective regional coordination.

A Task Force of the Commission's Subcommittee on Coordination of Planning (SCP) has studied and revised, for Commission approval, the policies and procedures by which the Commission carries out its responsibilities for program planning and coordination. The proposed new procedures emphasize mission statements as one of the criteria to be considered in the program approval process and attempt to provide for more reasonable time phasing of activities relating to the planning and initiating of new programs.

Two of the recommendations in the Master Plan presented to the General Assembly in January 1974 have been revised.

The revised recommendations are as follows:

39R *That the Commission for Higher Education in implementing its responsibility for balanced statewide program offerings shall*

a) Act as a catalyst in encouraging cooperation between institutions in each of the six planning regions designated by the Commission and in the establishment of consortia where study shows that some formal collaboration will best serve the needs of students

b) Take special note of programs offered by proprietary and non-degree-granting institutions in which the program content might be evaluated for college transfer credit, such as courses in accounting, design technology and nursing, among others

c) Encourage the constituent units to develop new programs to serve additional students, in particular those who do not now continue their education upon graduation from high school.

The substitution of "the Commission for Higher Education" for "the Subcommittee on Coordination of Planning" reflects the philosophy of planners that committees of the Commission should not be perpetuated in a Master Plan but that responsibility belonging to the Commission should be attributed to it, leaving it up to the Commission to designate the advisory body and mechanism through which it will carry out its responsibilities.

41R *That the definitions of mission that are agreed upon and approved by the Commission for Higher Education, within the limitations of the statutes, be used as the basis for new program development and for the evaluation of performance*

Change in 41 is made for clarity and simplification, and to emphasize the Commission's statutory responsibility for program development.

NONTRADITIONAL APPROACHES

Connecticut has made considerable progress on the tasks of nontraditional education identified in the original Master Plan. There is more documentation of progress on the awarding of academic credit by examination and the granting of external degrees than on the use of technology to deliver quality educational programs both on and off campus. Adapting instructional technology and developing the accompanying program material are complicated and costly tasks to carry out, inasmuch as they involve cable television, closed circuit TV, and in some cases the use of the computer.

After considerable discussion, the Staff Associates and the Review and Evaluation Committee concluded that efforts to expand such services should continue. To stress the desirability for Connecticut's institutions to explore and experiment with educational technology both to increase the options for students and the outreach and productivity of the institutions, a revision of recommendation 68 in the Master Plan is made as follows:

68R *That the Commission for Higher Education be authorized to award contracts to any postsecondary institution(s) in the state for pilot programs designed to develop and stimulate the use of nontraditional modes of instruction and to increase institutional productivity through the utilization of television, tape, radio and other technological aids to learning in educating increasing numbers of students*

TRANSFER

A basic goal of the Master Plan is to insure equitable treatment of students wishing to transfer their credits from one institution to another within the state, and to guarantee places for graduates of the community colleges in the four-year colleges and universities.

There are two areas in which, according to the implementation report from the units and the discussion of the Staff Associates, improvements can be made: One is the dissemination of information to the general public about the transfer policies of the various institutions; the other is getting more specific numerical estimates from the community colleges as to the number of spaces for transfers which the four-year institutions should reserve to ensure accessibility.

In discussions, most of the Staff Associates representing the constituent units indicated a need for further study of the question of transfer policies to insure that they are equitable and that they facilitate the mobility between institutions. The primary concern is the extent to which transfer policies can be standardized and to what extent they must be left to the receiving institution to determine.

Two recommendations from the Master Plan are being revised.

80R *That the Commission for Higher Education in concert with the boards of institutions of higher education in the state formulate an agreement among institutions on transfer credit to be allowed for standardized examinations such as CLEP and for other less conventional methods of granting college credit*

82R *That the Commission for Higher Education assume the following responsibilities:*

a) To study student transfers into and out of institutions of higher education in Connecticut for the purpose of determining trends and identifying problems;

b) To report annually on the trends in transfer, with projections of the number of spaces which should be reserved;

c) To call to the attention of institutions and their boards information that will assist them in reviewing their transfer policies and procedures;

d) To investigate problems of articulation between proprietary schools and other postsecondary institutions

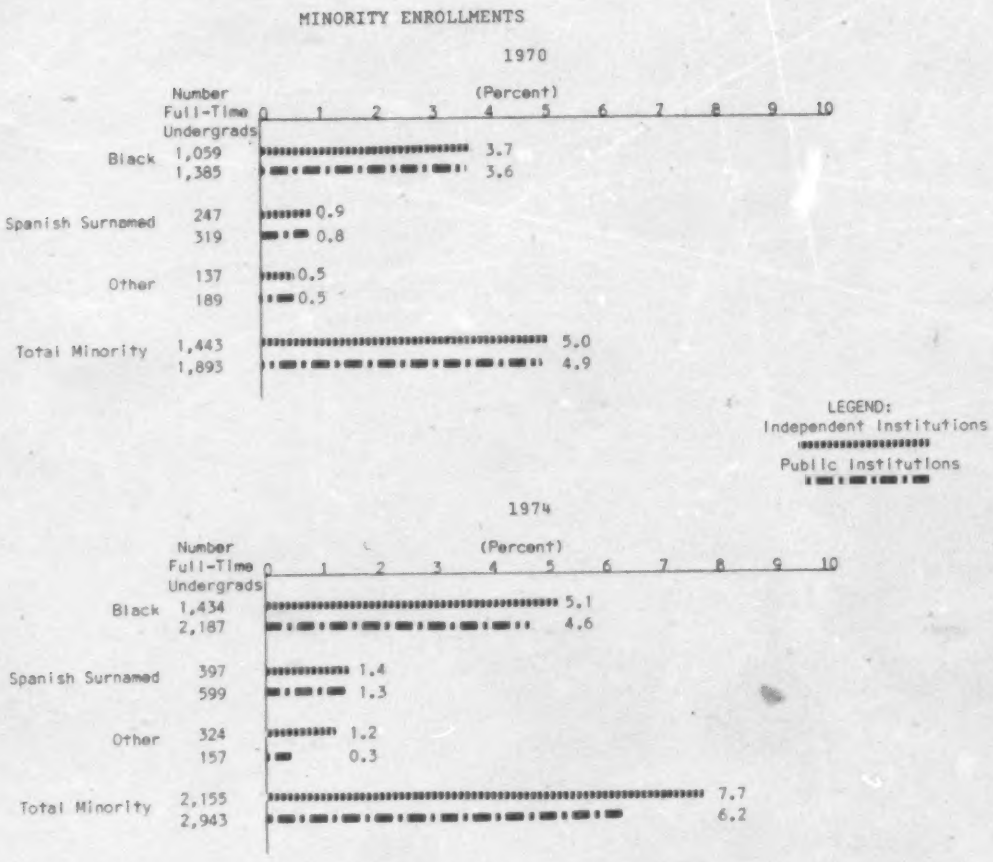
These changes are applications of the philosophy that the Commission should discharge its responsibilities through whatever mechanism it finds effective, without being locked into a particular committee structure, and that on matters affecting the total system, such as transfer policy, the institutional boards should be directly involved.

EQUAL OPPORTUNITY

Both the public and independent institutions report gains in the enrollment of minorities and women in spite of inadequate funds for supportive services and student financial assistance. From 1970 to 1974 enrollment of full-time undergraduate minority students increased from 4.9 percent to 6.7 percent. This represents a gain of 2.7 percentage points in the independent institutions and 1.3 percentage

points in the public sector (see Figure 4 below). The percentage of both Blacks and women going on to college has continued to rise both nationally and in Connecticut since 1969, when the continuation rate peaked nationally.

FIGURE 4



Source: CHE

While legislation prohibits discrimination based on sex as well as race, women still need to be encouraged to pursue non-traditional careers if they are to use their skills effectively and if they are to raise their income level. As the Employment

Security Division of the Connecticut Labor Department points out in its publication *Women Who Work:* "If personal choice is to become a reality in the world of work, a shift in emphasis and in schedule will be required in career planning, guidance, and counseling....A climate of acceptance for women as well as for minorities must be created." (11)

Two recommendations relating to equal opportunity are being revised.

85R *That the Commission for Higher Education, in conjunction with the constituent boards, continue to seek out supplementary funds to aid in expanding services such as counseling, tutoring, career guidance and placement*

The reasons for this revision are: (1) to move away from the concept of "discretionary funds" for which support is unlikely, but (2) to maintain the effort of the Commission and the boards in seeking the funds needed to expand supportive services.

90R *That any public institution which is not subject to Executive Order 11246 prepare an affirmative action plan consistent with the federal guidelines and according to state guidelines and submit the plan to its board of trustees and to the Commission*

The federal and state guidelines for affirmative action make it unnecessary for the Commission to define further the steps to be taken to implement affirmative action.

FINANCE

The Commission for Higher Education has established a task force to develop a uniform budgeting structure in Connecticut. The State Department of Finance and Control and the Legislative Fiscal Analysis Department are part of the task force and support the objective of arranging higher education budgets more meaningfully.

97R *That the system of higher education in Connecticut strive to provide services equal or superior in quality and diversity and with a level of support for a full-time equivalent student that compares favorably with appropriate peer groups in twenty states comparable to Connecticut in ability to support services*

Obtaining current information from all 50 states is not possible and there is limited value in comparing Connecticut's level of support with other states where the dissimilarities are too great. It has been found that data from 20 peer states whose ability to support services is somewhat similar to

Connecticut's give a more exact base than the 75th percentile among the 50 states identified in the Master Plan. A study of the two-year gain in appropriations from 1973-74 to 1975-76, for example, shows that the median of the peer group is 26 percent, contrasted to Connecticut's increase of 12 percent. States included in the group for comparison purposes are California, Colorado, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Washington, Wisconsin and Connecticut.

102R *That steps be taken to develop a consistent policy for the various classes of student fees in the public institutions*

Fees have been rising generally, but at an uneven pace throughout the public system. Studies of charges made to students show variations from unit to unit in the items that students pay for, what the state pays for and what is not being provided. In some cases, there are many course fees; in other cases, none. There may be unequal charges paid by two students in the same family who are attending two different institutions. Consequently, this recommendation has been revised to continue the effort to develop a consistent policy to prevent inequities to students.

104R *That General Fund support be provided for all degree credit course offerings in public institutions whether for part-time or full-time students*

The purpose of this revision, as for 102R, is to eliminate inequities and to make it more conducive for part-time students to attend college.

105R *That funding of student financial assistance programs be sufficient to allow colleges to grant aid to part-time students in credit courses*

This revision recognizes that student financial assistance should not be restricted only to students in baccalaureate programs, and that it should be available to part-time as well as full-time students.

STATEWIDE INFORMATION SYSTEM

The finance component for the I/S system from the National Center for Higher Education Management Systems (NCHEMS) has been obtained for use in Connecticut and the initial steps have been taken in conjunction with the Office of Finance and Control toward a new type of budgeting that measures results against objectives. The energies of the Commission's staff for the I/S and their counterparts at the constituent units are being directed toward the

earliest possible application of the I/S to fiscal and other management problems of higher education on a statewide basis. The development of the I/S system for purposes of information-gathering for higher education in Connecticut is moving forward.

LEGEND

A Board for State Academic Awards
C Commission for Higher Education
E Executive Branch of the State Government
G General Assembly
H All Constituent Units
I Connecticut Conference of Independent Colleges and/or Independent Colleges
R Regional Community Colleges
S State Colleges
T Technical Colleges
U University of Connecticut
O Other, including State Board of Education, Department of Public Works, Department of Finance and Control, Proprietary Schools

ACTIONS RECOMMENDED		1976-77	1977-78	1978--
7R	*That Connecticut continue for two years a moratorium on the establishment of new public institutions, including the escalation of two-year university branches to four-year status*		G	
8R	*That the Commission for Higher Education, after consultation with the concerned and interested governing boards, furnish to the General Assembly, prior to its authorization and funding of any new institutions, the educational justification of the need for its establishment based upon the Commission's studies of population density, facility utilization, program inventory, availability of comparable programs in the region and other criteria of need*		C H	

		1976-77	1977-78	1978--
9R	*That each constituent board and each institution through its board develop an up-to-date mission statement, subject to approval by the Commission for Higher Education, that will encompass the programs and services institutions are being expected to offer in the '70s*	C H		
21R	*That the governing boards of the state technical colleges, the regional community colleges and the University, in conjunction with the Commission for Higher Education, study and report, prior to July 1, 1976, on methods for improving the relationships of the three two-year components in order to expand educational opportunities in the respective regions*	C T R U		
30R	*That the reviews of space needs make full use of guidelines and techniques described in the* Facilities, Planning and Management Manual *published by the National Center for Higher Education Management Systems (NCHEMS) at the Western Interstate Commission for Higher Education (WICHE)*		H	
39R	*That the Commission for Higher Education in implementing its responsibility for balanced statewide program offerings shall*			C U O
	a) Act as a catalyst in encouraging cooperation between institutions in each of the six planning regions designated by the Commission and in the establishment of consortia where study shows that some formal collaboration will best serve the needs of students			

		1976-77	1977-78	1978--
	b) Take special note of programs offered by proprietary and nondegree-granting institutions in which the program content might be evaluated for college transfer credit, such as courses in accounting, design technology and nursing, among others			
	c) Encourage the constituent units to develop new programs to serve additional students, in particular those who do not now continue their education upon graduation from high school			
41R	*That the definitions of mission that are agreed upon and approved by the Commission for Higher Education, within the limitations of the statutes, be used as the basis for new program development and for the evaluation of performance*	C H		
68R	*That the Commission for Higher Education be authorized to award contracts to any postsecondary institution(s) in the state for pilot programs designed to develop and stimulate the use of nontraditional modes of instruction and to increase institutional productivity through the utilization of television, tape, radio and other technological aids to learning in educating increasing numbers of students*	C H I		
80R	*That the Commission for Higher Education in concert with the boards of institutions of higher education in the state formulate an agreement among institutions on transfer credit to be allowed for standardized examinations such as CLEP and for other less conventional methods of granting college credit*	C A H I		

		1976-77	1977-78	1978--
82R	*That the Commission for Higher Education assume the following responsibilities:* *a) To study student transfers into and out of institutions of higher education in Connecticut for the purpose of determining trends and identifying problems;* *b) To report annually on the trends in transfer, with projections of the number of spaces which should be reserved;* *c) To call to the attention of institutions and their boards information that will assist them in reviewing their transfer policies and procedures;* *d) To investigate problems of articulation between proprietary schools and other postsecondary institutions*			C H I O
85R	*That the Commission for Higher Education, in conjunction with the constituent boards, continue to seek out supplementary funds to aid in expanding services such as counseling, tutoring, career guidance and placement*			C
90R	*That any public institution which is not subject to Executive Order 11246 prepare an affirmative action plan consistent with the federal guidelines and according to state guidelines and submit the plan to its board of trustees and to the Commission*			E G
97R	*That the system of higher education in Connecticut strive to provide services equal or superior in quality and*			E G

		1976-77	1977-78	1978--
	diversity and with a level of support for a full-time equivalent student that compares favorably with appropriate peer groups in twenty states comparable to Connecticut in ability to support services			
102R	*That steps be taken to develop a consistent policy for the various classes of student fees in the public institutions*			C H
104R	*That General Fund support be provided for all degree credit course offerings in public institutions whether for part-time or full-time students*			C E G H
105R	*That funding of student financial assistance programs be sufficient to allow colleges to grant aid to part-time students in credit courses*		C E G H	

IV. CONCERNS FOR THE FUTURE

- *Study group reports*
- *Topics for further study*

IV. CONCERNS FOR THE FUTURE

During preparation of the Master Plan, the Commission for Higher Education identified a number of subjects that it considered deserving of further study. It appointed study groups to carry out the preliminary fact-finding phase on several of these topics and to prepare background or status reports.

As part of the process of updating the Master Plan, study groups composed of representatives from each of the constituent units assembled data and submitted reports to the Commission on four topics: graduate education, research, teacher education and personnel policy. Members of the study groups met periodically; they did some independent research on the topics to which they were addressing themselves and submitted material to their chairmen who then compiled it into a report and submitted it to the Commission.

All information and materials prepared by the study groups are available as a resource to others who may want to pursue the study further. This includes any resource groups that the Commission may appoint in the future to consider one of these subjects in greater depth and to make recommendations for action. As in the past, such resource groups would include representatives of the public in their membership.

On the subjects of research and graduate education, copies of the separate reports submitted by individual committee members to the chairmen of the study groups are also available for those who may be interested.

Summaries of the status reports appear on the following pages of this section.

GRADUATE EDUCATION

A working group (see Appendix page 130), comprised of representatives of the two units of public higher education which presently offer graduate programs--the University of Connecticut and the state colleges--and of the independent institutions, was established to initiate and conduct a study

of graduate education in Connecticut. A staff associate served as chairman. Members of the committee utilized the services of colleagues and sought counsel from a number of sources in preparing their report.

The issues which the study group identified as being significant to graduate education in Connecticut were:

1) Relationship between an institution's overall mission and graduate education.

2) Defining categories and types of graduate programs.

3) Describing the means of financing graduate education.

4) Describing policies and institutional administrative structure related to graduate education.

5) Examining the statewide coordination of graduate education.

Findings. While only 17 of the 45 colleges and universities in Connecticut actually offered graduate programs during the 1974-75 academic year, all 45 colleges and universities are vitally interested in graduate education as a source of highly qualified faculty, an opportunity for continuing education for their students, and as a means of performing public service projects.

Most of the institutions now offering graduate programs were primarily undergraduate institutions until the mid-1950s when they began to respond to the need and demand for graduate education opportunities. Only two institutions in Connecticut--the University of Connecticut and Yale University--offer fully implemented graduate programs through the doctorate. The other 15 institutions offer a wide range of graduate programs primarily at the Master's level. Students attend largely on a part-time basis, the activities serve regional and statewide needs primarily, and there is heavy emphasis on teacher education and other career goals. The University of Connecticut and Yale, on the other hand, are universities in the total sense of the word with the resources and administrative structure necessary to offer graduate programs in nearly every academic and career field. In the fall of 1974, there were approximately 8,000 full-time students and 1,737 part-time students attending these two universities in graduate programs. At the 15 other institutions in the state offering some programs at the graduate level, there were 1,840 full-time students enrolled in the fall of 1974 and nearly 17,000 part-time students.

The committee submitted the following findings:

1) That the total number of students enrolled in the

graduate programs offered by the 17 institutions is almost equally distributed between the public and independent sectors, with about 14,000 individuals being served by each sector.

2) Graduate programs tend to enrich the undergraduate program.

3) Accessibility is an important factor, since 65 percent of the students enrolled in graduate programs attend on a part-time basis and commute to their classes.

Types of programs. The total system of higher education in Connecticut serves graduate students in at least seven different ways:

1) Short-term enrichment opportunities.

2) Planned fifth-year programs.

3) Certification programs for teachers and other professions.

4) Master's degree candidacy in teacher education.

5) Master's degree candidacy in other professional fields and liberal arts.

6) Six-year program leading to a professional diploma.

7) Doctoral program.

While the enrollment statistics compiled by the Commission for Higher Education indicate that about half of the graduate effort is in the public sector and half in the private, there are some subjects which are offered only at a single institution. Examples include architecture and environmental design only at Yale and communications at the master's level at Fairfield. By far the largest field for study at the master's level is education, in which the independent colleges give only 37 percent of the degrees. The public colleges also dominate the fields of biology, home economics, library science, and public affairs and service. The study revealed certain fields in which it appears that Connecticut is granting an abnormally low percentage of degrees at the master's level or above. Engineering is one. Agriculture, biological sciences, the health professions, library science and the physical sciences were also mentioned. The study group concluded that there is a need for more recent data about graduate programs in Connecticut and that once such data are available, a study should be done with particular attention being paid to the program gaps and overlapping, and to the need for more cooperative effort to serve students.

Financing graduate education. In the independent institutions, graduate tuition charges are the same or only slightly higher

than undergraduate fees, even though many cost allocation studies show that the costs in most fields are greater at the graduate level. Presumably this is because the independent institutions are aware of the many benefits gained in the total program by having graduate students.

In the public sector, there is a dual support approach. Undergraduate day college programs and a small portion of graduate programs are supported from the general fund. Evening college and summer session programs and most other graduate programs are self-supporting with regard to instructional costs. Consequently, those students are assessed much higher course fees than the fees paid by full-time day students.

The premise for this approach is that most graduate students attending on a part-time basis are employed and able to pay for their education. This creates many inequities. For instance, at one of the state colleges, only 19 percent of the students in the graduate program in the fall semester, 1974, were supported directly by state funds. The other 81 percent of the students paid an additional amount. Those students attending full-time (12 credit hours) and supported from the general fund paid only $284.50, while those not so funded paid $454.00 for the same number of graduate credits.

The group found no single method fully acceptable to all institutions involved. Therefore, they offer a number of alternatives to the financing of graduate education:

1) Intensified efforts to obtain graduate education grants from outside sources such as state and federal governments, private foundations, interested individuals, business and industry and professional organizations;

2) Increase in student financial assistance and in the proportion of such funds allocated to graduate students;

3) Accurate identification of the cost of graduate education on each campus;

4) More direct support for graduate education from the general fund.

Until the problems of financing graduate education are resolved, and the allocation of resources more equitably balanced between undergraduate and graduate levels, the study group concluded that changes in institutional administrative structures for graduate education are not possible.

While each state college has a dean of graduate studies, three of the colleges do not have a separate graduate faculty. Faculty members are

assigned to graduate programs as needed. The state colleges expressed the opinion that there was a need to provide the dean of graduate studies and the graduate staff with more autonomy and more clearly defined authority for course offerings, program scheduling, faculty assignments, development of new programs, and the evaluation of the total program.

Statewide coordination. The group concluded that the establishment of regional councils, with representation from both independent and public institutions, might be helpful in establishing channels of communication in order to seek solution to the problem of student flow, program development, staffing and financing. Secondly, such regional councils might act as advisory groups to assist the Commission for Higher Education in its efforts to coordinate graduate education statewide.

In the independent sector, it was noted that graduate study at the master's degree level has been dominated by the training of teachers and that very careful planning and coordination of opportunities in schools of education is important. The nature of graduate programs, however, would make close coordination by the state difficult and of limited value. The committee opted for the encouragement of cooperative arrangements, and suggested that a vehicle for improving communications among the 15 institutions be developed.

The report concluded that one of the strengths of the system of higher education in Connecticut is its diversity and that this helps to assure quality programs at the graduate level and should be continued.

THE RESEARCH FUNCTION

In 1974 a committee, with representatives from four constituent units of public higher education and from the independent sector (see Appendix, page 131) was established to conduct a study of the research function in higher education in Connecticut. The group identified the following issues as the most significant:

1) Providing a rationale for the research function;

2) Defining the types of research activities;

3) Describing the means of financing;

4) Describing policies and administrative structures related to the research function;

5) Discussing the statewide coordination of the research function.

Utilizing these issues as a

base, each committee member prepared a separate report on the research function as it is perceived in his particular educational unit. Additionally, a survey was made of all institutions in the state to determine the size and scope of research and the administrative support being given to it. The five individual reports and the composite report prepared by the chairman were submitted to the Commission for Higher Education and are available for any group thay may explore the topic of research in the future.

Findings. The study report discusses three types of research activity: institutional, applied and basic. During the 1974-75 academic year, all 45 of the educational institutions in Connecticut engaged in some type of research project. Benefits are not restricted to faculty members only. Many of the more than 140,000 students participated or were the beneficiaries of the research carried on. A major value of the research function at all institutions, but particularly for the two-year institutions, is to assist in the professional development of faculty and staff.

There is very limited direct institutional support for research in either the public or the private sector. Some colleges and universities have institutional policies regarding support in the form of sabbatical leaves, release time, inservice training opportunities, travel and clerical assistance, but budgetary restrictions preclude full implementation.

Emphasis on sponsored research. Institutional research is an important activity for each of the units and for the independent sector. However, should further analysis of research be made statewide, it would seem appropriate to concentrate on determining the needs and resources for departmental research in connection with instruction and on organized or sponsored research, without attempting to make a distinction between applied and basic research.

A major study on organized or sponsored research should attempt to answer such questions as: Which of the state's institutions are capable of engaging in such research, and what opportunities do they have to get funds and to provide matching funds in order to secure grants and contracts. Another question of importance is the way in which organized or sponsored research is to be administered.

Using the background information about research activities, policies and support provided by this early committee, it is suggested that the Commission for Higher Education appoint a resource group to study organized research preparatory to the next revision of the Master Plan in two years. Such a group

might be given the following charge:

1) To provide a policy model for organization and administration of research that would be consistent throughout the state while allowing individual institutions and faculties the maximum freedom to select areas of research and to secure sponsorship.

2) To suggest ways in which research might directly assist the state in its overall operation and improvement of higher education.

3) To deal with the problem of financing research, including the use by institutions of overhead monies or other means to provide matching funds for outside grants which require such funds before they can be awarded.

While all institutions at every level benefit from the research function, the majority of the organized or sponsored research would, of course, be carried out at the four-year colleges and universities. These institutions have resources in terms of faculty and facilities to contribute in the research area. The Commission suggests, therefore, that in the next update of the Master Plan more specific recommendations for taking advantage of these research capabilities be developed, but that prior to that, further study of the subject should be undertaken by a resource group or task force that includes representatives of business, industry, and the public.

TEACHER EDUCATION

The objective of this study report on teacher education was to provide background, structure, problems and issues of teacher education so that a resource group, representing the professions specifically and the citizens generally, may use this material as a major resource and study guide to develop recommendations on teacher education for the 1978 revision of the Master Plan. Members of the study group (see Appendix, page 130) responsible for preparation of the report, submitted their findings to the Commission for Higher Education in September, 1975.

In addition to the study group, the Connecticut Association of Colleges and Universities of Teacher Education (CACUTE) served as an advisory and reaction group for the ideas presented in the report. CACUTE represents all colleges and universities in Connecticut having certificate-granting programs.

Content. The report includes a history or chronology of teacher education in Connecticut, from 1650 to the present. It contains explanatory text and a

chart showing the organization of teacher education in Connecticut today. There are 17 senior institutions of higher education operating teacher education programs--five state institutions and 12 privately operated. Both the Commission for Higher Education and the State Department of Education have some responsibility in this area.

The Commission for Higher Education's responsibility in teacher education is rather broadly conceived and is identified through its authority to coordinate higher education, approve degree-granting programs, and accredit existing teacher education programs. The State Department of Education's control is more specific in that it is responsible for the formulation of certification regulations, certifies professional personnel in teacher education, and for certification purposes, approves teacher training programs at the various colleges and universities. This division of responsibility, and how best to make the two aspects of teacher education complement each other, is one of the subjects of concern to Connecticut citizens and a topic which the study group discussed at length.

The report summarizes a decade of intensive activity in teacher education during the 1960s. Included is a discussion of the most significant activities and a bibliography of the published articles and reports.

Supply-demand factor. The major issue dealt with in the report is the changing demand for teachers at the elementary and secondary levels, and the necessity to put the supply-demand factor into perspective in the professional teacher training programs. Estimates of live births in Connecticut over the past six years and estimates of new teachers that will be needed through 1981 are provided.

In commenting upon the decreasing demand for teachers, the study group makes two positive comments:

1) There are openings each year in all fields of teaching. Competition for the openings will be severe, but the United States was built on competition and this will not stop the person of real ability.

2) Training for teaching has validity far beyond teaching in a school. A good teacher education program involves a solid general education, a concentration in at least one academic field, and extensive training and actual experience in all aspects of human relations. Student teaching experience requires practice in planning, organizing, determining objectives, and self-evaluation which are essential components in any career. As the report states, the well-trained teache· knows how to learn.

If community services expand, many positions will open up in areas related to education which may have no connection with schools. These include social service agencies, YMCAs, YWCAs, recreation departments, youth service organizations, children's libraries and museums, government service, convalescent homes and hospitals, military services, correctional institutions, industrial and business personnel and training departments, and companies specializing in children's products.

This study group makes another cogent point: That at the same time an oversupply of teachers is being reported, statistics show that even in the United States there are large numbers of illiterate citizens, and many, many more who are unable to read and write at a level which makes them employable at a living wage. What is needed, the report suggests, is for education to shift into the future and to train a new kind of teacher whose main teaching strategy will be to enhance human adaptability by instructing people how to learn, unlearn and relearn.

Questions to consider. The report raises more than a dozen questions specifically related to the structure and implementation of teacher education in Connecticut to achieve present and future goals. Undoubtedly, these questions will be of tremendous value to any resource group or task force that is asked to deal with finding solutions.

The teacher education study group has also indicated some of the answers it feels are appropriate if the goals are to be achieved. Members see no single, easy solution but they do conclude that the problem is manageable, through the joint efforts of the General Assembly, the Commission for Higher Education, the colleges and universities and the boards of education. Their suggestions fit in with the regional concept of cooperation stated in the Master Plan and place considerable stress on the need for clinical experience for students. The committee feels that an existing organization--the Joint Teacher Education Committee of the State Board of Education and the Commission for Higher Education--could well fill the role of coordinating and stimulating the efforts needed for the future.

PERSONNEL POLICY

The quality of higher education depends to a large extent upon the faculties and other professional personnel; their performance in turn, is related to employment policies, salary and work schedules, fringe benefits and the whole range of working conditions. The Master Plan identified personnel policy as an important area for further study and this was

confirmed in the Master Plan supplement authorized by the Management Policy Group in June, 1974.

Dr. Walter C. McKain, designated as staff associate for master planning by the University of Connecticut, was assigned the task of making preliminary plans for the study of tenure, the status of non-teaching professionals, salaries and fringe benefits, grievance procedures and other conditions of employment. By the December 1974 meeting of the Management Policy Group it had become apparent that by 1975 the Connecticut General Assembly would be considering collective bargaining legislation. Accordingly, the Management Policy Group authorized a group representing the Commission and the constituent units to act as a clearinghouse for information concerning collective bargaining for the constituent units and requested that progress reports on the status of collective bargaining be made available at its regular meeting.

Membership and procedure. An informal committee on personnel policies was established (see Appendix, Exhibit 15).

This committee did not take an advocacy position; it confined its work and deliberations to the gathering and sharing of information on the scope and meaning of collective bargaining, the status of various bills on collective bargaining addressed to the General Assembly, and the implications of enabling legislation to the constituent units.

A bibliography on collective bargaining was assembled, several basic publications on the topic were secured and the constituent units were placed on the mailing lists of informational services dealing partially or exclusively with this subject. A nationally recognized consultant, Dr. Kenneth Mortimer of the Pennsylvania State University, met with the committee and addressed the January 1975 meeting of the Management Policy Group. He discussed four crucial components of enabling legislation: unit delineation, the election process, the scope of bargaining and impasse procedures. Summaries of pertinent articles and books on various phases of collective bargaining were made available to the Management Policy Group and the Commission's legislative liaison officer presented periodic reports to the Policy Group on the progress of Connecticut legislation.

Public Act 75-556 authorizing collective bargaining was passed by the 1975 Connecticut General Assembly. The effective date for implementation was October 1, 1975.

If the faculties and other employees in public institutions of higher education decide to bargain collectively with their respective boards of trustees, matters pertaining to personnel policy will

be brought to the bargaining table. For this reason, no recommendations on personnel policy are included in the *Supplement* to the Master Plan.

ACTION TO BE CONTINUED

Achievement during the first two years of the *Master Plan for Higher Education in Connecticut, 1974-1979* has been notable. The number of recommendations implemented has been in excess of the number anticipated. Full implementation of the majority of the 117 recommendations, however, still remains to be completed. Added to that task is the implementation of the 30 new recommendations contained in the *Supplement*. The next biennial supplement or revision will be due in January, 1978.

Already new social and economic developments during the past two years, along with discoveries of needs related to implementation of the Master Plan recommendations, have pointed to several areas deserving of study or restudy. In other cases, changing conditions call for an examination of new areas. All of which serves to emphasize the very basic nature of planning: that it is a continuing process. There can be no recess. Recommendations, even as they are being carried out, must continue to be scrutinized for their feasibility and timeliness. New situations affecting higher education must be dealt with as they arise.

TOPICS FOR FURTHER STUDY

Subjects suggested for study by the groups which have been advising the Commission for Higher Education in the master-plan process have ranged from articulation of programs among colleges and cooperative regional programs to surveys of student interest and examination of manpower needs and projections in specific occupational areas.

Health manpower training, particularly in allied health fields, remains a topic of active and vital interest. New interest is being focused on programs for public service careers. Suggestions have been made for improved dissemination of career information to reduce the wide swings from increased student interest in a program to severe abatement of interest.

Study topics that have been discussed at some length by participants in the development of the Master Plan Supplement include:

- Wider use of technology in instruction. While this subject was touched on in the Master Plan, the benefits in quality and cost effectiveness of more extensive use of television, the computer and other technologies have not been fully explored. Technological developments, available for a decade or more, are still underutilized in support of instructional programs in Connecticut. Potential exists for giving students more

options as to when and where they will study; for serving the handicapped better; for extending continuing education and lifelong learning opportunities, including provision of training programs for companies that want to have employees brought up-to-date in certain subject areas and for individuals who need or want to make career switches.

The importance to students of developing the computer literacy that they will need in the years ahead is also recognized. The best and perhaps the only way to learn what the computer can and cannot do, and how to utilize it, say the computer experts, is to have some hands-on experience in its use, in conjunction with one's major field of study.

- Increased library cooperation. Many libraries throughout the country have become learning resources centers, dispensing information by all types of media. Planning for a national information network has begun and many regional networks are already in existence. Connecticut's academic libraries, faced with increased demands for services, including those involving technology, and with decreased purchasing power, must look toward the development of cooperative programs. Librarians predict that one of the major activities of the late 1970s and 1980s will be the integration of local, state, regional and national library activity. Any study of this topic should include also the potential of technology in support of graduate education and research.

- Management of decline. Developing a new generation of academic administrators who are skilled in the process of adjusting to decline is one of the first priorities for higher education today, as Kenneth E. Boulding, economist and program director of the Institute of Behavioral Sciences at the University of Colorado has pointed out. (8) Finding ways to continue to provide quality education in the face of declining enrollments is one of the challenges faced by higher education everywhere. Connecticut may want to follow the lead of other states which are developing guidelines as to how to determine if an authorized college should continue in its present form or if its resources should be redeployed to serve students better, and how such a transition can be made with the least disruption of students.

Other subjects which may warrant further consideration as Connecticut plans to educate its citizens for productive and fulfilling lives in the decades ahead, include how to evaluate and give academic credit for life and work experience and how higher education can contribute to the allocation and conservation of vital resources.

As the Commission for Higher Education continues its master planning activities and prepares to update the Master Plan in 1978, it will continue to look to all of the constituencies of higher education--the boards of trustees; the staffs, faculties and students of the institutions; the Conference of Independent Colleges, members of the business community and the public--to provide input to that biennial update. The Commission hopes that all constituencies will continue to maintain interest in the Master Plan and will keep in touch with the Commission, so that their interests can be included as topics for future study, discussion and possible recommended action.

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APPENDIX

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APPENDIX

EXHIBIT 1

IMPLEMENTATION REPORT

The *Master Plan for Higher Education in Connecticut, 1974-1979,* contains an agenda for action (Section XIII). It includes a five-year timetable for implementing each of the 117 recommendations in the plan and assigns responsibility--often joint--for carrying out the actions recommended.

In 1975, the constituent units, the Conference of Independent Colleges and the Commission for Higher Education were asked to report on the status of those recommendations for which they had responsibility and to make whatever comments they deemed appropriate. Their reports, and information on the actions taken by the General Assembly and the Governor, were then compiled into the implementation report which appears on the following pages.

The record shows that

- There has been some achievement on 85 of the 117 recommendations;
- Virtually all of the 44 actions scheduled for implementation during the first year have been taken or implementation has been started by one or more of the units responsible;
- In some instances, implementation is ahead of schedule, with action already begun on recommendations for which initial action was projected for 1976-79 on the Master Plan timetable;
- The units indicate that additional study or action is needed on 93 recommendations, 12 of which were not scheduled for initiation until 1976-79.

SUMMARY OF IMPLEMENTATION

(Based on Information from the Constituent Units)

Actions Recommended*

1974-75	1975-76	1976-79
44	69	12

Actions Reported*

October 1975

Implemented	Partially Implemented	Further Study/Action
51	61	84

* More than 117 due to partial and continuing implementation.

INTERPRETING THE CODE

The institutions or agencies responsible for implementation of each of the 117 recommendations are designated according to the following legend:

- A Board for State Academic Awards
- C Commission for Higher Education
- E Executive Branch of the State Government
- G General Assembly
- H All Constituent Units
- I Connecticut Conference of Independent Colleges, and/or Independent Colleges
- R Regional Community Colleges
- S State Colleges
- T Technical Colleges
- U University of Connecticut
- O Other, including State Board of Education, Department of Public Works, Department of Finance and Control, Proprietary Schools

GUIDELINES FOR READING THE REPORT

The three columns reporting on implementation are headed: Implemented; Partially Implemented; and Further Study and/or Action Needed.

- Implemented. An entry in this column indicates that action has been completed on a recommendation by one or more responsible units. This designation may mean (1) fully implemented; no further action required; (2) implemented by one or more units, but not completed by every unit to which responsibility was assigned; or (3) ongoing activity, with action required from year to year.

- Partially Implemented. Action on the recommendation has been initiated but not yet completed by the unit(s) assigned responsibility.

- Further Study and/or Action. An X in this column shows that one or more units has taken the recommendation under advisement and is planning implementation or considering its feasibility.

IMPLEMENTATION REPORT
Based on Information from the Constituent Units

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
	Organization and Structure							
	That the existing structure for public higher education in Connecticut, consisting of governing boards and a coordinating commission, be retained	G			G			P.A. 75-191, An act concerning policies of the state system of higher education - adopts Master Plan goals
2	*That the Commission for Higher Education and the governing boards be required to provide the Governor with an objective description of the competencies needed on the respective boards so that appointments will insure optimal functioning of the boards and adequate representation of the public interest*		C E H			R U	X	
3	*That the General Assembly provide for the election of alumni members to the boards of trustees for state colleges, the regional community colleges and the state technical colleges, paralleling statutes which provide for alumni membership on the University of Connecticut board of trustees*		G R S T		G R S T			P.A. 75-504, An act concerning representation on the boards of trustees of public institutions of higher education

4	*That the General Statutes Section 10-323 be amended to include a representative of the Board for State Academic Awards as a member of the Commission for Higher Education, thus increasing the membership from 17 to 18*	A C G	A C G			P.A. 74-148, An act adding Board for State Academic Awards to the CHE
5	*That the Management/Policy Group continue to meet, at least quarterly, to assess progress in carrying out the recommendations in this Master Plan and to accomplish its biennial updating*	C O	C O			Meetings held in January, March, July and October, 1975
6	*That the General Assembly amend General Statutes Section 10-326 to authorize the state colleges to provide undergraduate and graduate professional training as well as teacher education and liberal arts, and to provide continuation programs, for graduates of two-year technical and occupational programs, subject to approval of the Commission for Higher Education*	C G S			X	

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
7	*That, during the first biennium of the Master Plan, Connecticut adhere to a two-year moratorium on the establishment of new institutions, including the escalation of two-year university branches to four-year status*	G	G		G			P.A. 74-173
8	*That the Commission for Higher Education be required to furnish to the General Assembly, prior to its authorization and funding of any new institution, the educational justification of the need for its establishment based upon the Commission's studies of population density, facility, utilization, program inventory, availability of comparable programs in the region, and other criteria of need*		C G		C G			P.A. 74-173 - An act requiring the CHE to provide justification to the General Assembly before any new higher education institution is established
9	*That each institution, with the greatest possible involvement of the campus community, and in conjunction with its constituent*		C H			R S T U	X	University in statute; mission review authorized by board

	board develop an up-to-date mission statement, subject to approval by the Commission for Higher Education, that will encompass the programs and services institutions are being expected to offer in the '70s					
10	*That proposed changes in mission be approved by the Commission prior to implementation*	C H			X	
11	*That, when an institution's mission is approved, the governing board of the constituent unit of which the institution is a part assume primary responsibility for developing programs to accomplish the agreed upon mission*		H		X	
12	*That the Commission for Higher Education request the boards of the independent institutions to submit mission statements or similar information to be utilized for planning purposes*	C I			X	

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
13	*That the constituent units cooperatively with the Commission for Higher Education develop measurable criteria for evaluating each institution's performance, utilizing outside advisors as necessary*			C H			X	
14	*That the statewide Information System (I/S) for Higher Education be used to generate data, according to established performance objectives and criteria, which can be used by evaluators in their determination of how well institutions and the system as a whole are achieving their missions and in formulating recommendations as to how performance can be improved*			C H			X	
15	*That each institution, under the direction of its board and utilizing the services of persons, including minorities, both inside and outside the academic community, periodically evaluate the institution's achievement in performing its mission*		H		R T		X	R - Annual review by Regional Councils T - Periodic Advisory Board reviews

16	*That regional planning become a major component of the overall planning and coordination of higher education in Connecticut*	C H			U	R S T		
17	*That P.A. 140 be amended to allow use of public funds in cooperative ventures of public and private institutions that jointly provide or share educational programs, facilities and services*		G H I			R U	X	Legislation was introduced but not passed
18	*That P.A. 140 provide support for administrative services as well as increased grants for cooperative endeavors*		G I				X	Legislation was introduced but not passed
19	*That the State Board of Education be relieved of responsibility for the technical colleges and that new members be appointed to a Technical College Board*	G T			G T			P.A. 74-196 - An act concerning a Board of Trustees for the State Technical Colleges
20	*That the governing boards of all institutions offering a two-year program or component consider how they can expand services to a region through combining efforts and resources*			R S T U		C T		

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/ or Action Needed	Comments
21	*That the governing boards of the state technical colleges, the regional community colleges and the University, in conjunction with the Commission for Higher Education, study and report, prior to July 1, 1975 on methods for improving the interface of the three two-year components in order to expand opportunities in the respective regions*		C R S T U			C R S T U		Boards of Trustees of Regional Community Colleges and State Technical Colleges have held joint meetings - Board executive officers have been in consultation
22	*That facilities and support levels for the regional community colleges be significantly improved*	G				G		Regional Community Colleges were only colleges authorized bond in 1975 session of the General Assembly
23	*That Connecticut begin development of comprehensive community colleges with a defined technical program element in geographical locations where there is no technical college in reasonable proximity*		R T			R T		Proposal for a single technical program at Quinebaug Valley Community College is pending
24	*That courses be scheduled at the state's senior institutions in such a manner that state technical college students entering the junior year experience minimal difficulty in arranging a baccalaureate degree program*			S T U			X	

25	*That the state technical colleges adopt the semester system in order to enhance program options for students who may wish to register for courses at more than one institution*	T					X	Under study by Board of Trustees
	Enrollment							
26	*That the Commission for Higher Education jointly with the State Department of Education extend the college student data base in the planned Information System to include all high school students in Connecticut starting with the ninth grade*	C O					X	
27	*That new student clientele be developed in response to the state's goal of providing maximum opportunity in higher education with the expectation of serving an additional 11,000 part-time students by 1978*	H I	H I	I S	R I U			
	Facilities							
28	*That each board of trustees provide for a comprehensive review of existing space and its utilization*	H		R U	S T		X	University of Connecticut Board has authorized annual review

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
29	*That these reviews be used to validate space needs for capital budget requests*		H		R U	S T	X	
30	*That these reviews make full use of review techniques such as those described in the* Facilities Planning and Management Manuals *published by the Western Interstate Commission for Higher Education*		H			R S T U	X	Statewide I/S for higher education is developing
31	*That each institution, utilizing a standing committee of faculty and administrators, provide for estimates of current and projected facilities needs and communicate these needs to its board of trustees*		H		U	S T	X	
32	*That in every case where need is verified by board review, the alternatives of renovating, leasing or regional sharing be investigated and reported along with capital requests*		H		R U	T	X	
33	*That the Commission for Higher Education seek legislation and appropriate funding to assure*		C G			C G	X	

	that institutions of higher education may purchase program services and lease nonpublic spaces as alternatives to the construction of new facilities						
34	*That every effort be made to locate new campuses on sites which will lend themselves to shared use with existing institutions*	C G H O		T R		X	Central Naugatuck, Greater Hartford, New Haven, Asnuntuck under review and consideration
35	*That, following approval of a request for major capital expenditures, the Commission for Higher Education, in cooperation with the Public Works Department and the Department of Finance and Control, establish procedures which involve these agencies, the appropriate board and institution in the process of planning, design and construction*	C H O		R	C H O	X	
36	*That all educational facilities be constructed with full recognition of the needs of the physically handicapped*	H O		U	C R S T	X	P.A. 75-503 - Act concerning construction standards to accommodate handicapped persons in buildings open to the public

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/ or Action Needed	Comments
37	*That certain capital projects now classified as self-liquidating--such as student centers, dining halls and infirmaries--be removed from that category and that such existing projects be amortized at least in part from general fund appropriations*		G H O			U R S	X	
	Programs							
38	*That membership of the Subcommittee on Coordination of Planning include one representative from each of the constituent units in the public system, one from the Commission for Higher Education, one from the independent colleges and one from the proprietary schools*		C H I O		R U	C T	X	New policy and procedure proposed for FY 76
39	*That, in implementing its responsibility for balanced statewide program offerings, the Subcommittee on Coordination of Planning shall*		C O U			C	X	

	a) Act as a catalyst in encouraging cooperation between institutions in each of the six planning regions designated by the Commission and in the establishment of consortia where study shows that some formal collaboration will best serve the needs of students					
	b) Take special note of programs offered by proprietary and nondegree-granting institutions in which the program content might be evaluated for college transfer credit, such as courses in accounting, design technology and nursing, among others					
	c) Encourage the constituent units to develop new programs to serve additional students, in particular those who do not now continue their education upon graduation from high school					
40	*That the mission concept of program development be endorsed and implemented in the public system of higher education*	C H		R S T U	X	All constituent units are developing mission statements for adopted

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
41	*That, after a consensus has been reached among the constituent units as to each institution's mission, the definitions of mission that are agreed upon and approved by the Commission for Higher Education, within the limitations of the statutes, be used as the basis for new program development and for the evaluation of performance*	C H				S T U	X	Requires process for conflict resolution
42	*That all proposed program additions and changes be reported to the Subcommittee on Coordination of Planning for information purposes and for obtaining concurrence from that body that the new programs are within the defined missions*	C H O			R U	S	X	
43	*That new programs being reported to the Commission be accompanied by a report of the reactions of other institutions in the same planning region*	C H I				S U	X	New policy and procedures are being proposed

44	*That the institutions in each of the six regions, insofar as possible, mediate programmatic and geographic disagreements with respect to initiation of programs before referring the matter to the Subcommittee on Coordination of Planning*	H I			U	R S	X	Informal regional groups are making some efforts in this area
45	*That the Subcommittee on Coordination of Planning review all proposed new programs for purposes of regional and statewide coordination and to verify that programs comply with mission*	C				C		New policy strengthens present procedure and practice
46	*That, when an institution proposes initiating a new program that is not within its defined mission, the Subcommittee on Coordination of Planning, reflecting its belief that the program should be introduced, recommend to the Commission that the mission statement be revised*	C H				C R T U		Constituent units working on mission statements
47	*That the constituent units and the Commission for Higher Education define criteria for identifying programs that are obsolete or unnecessarily duplicative*		C H		S T U	R	X	

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/ or Action Needed	Comments
48	*That for input to the Information System (I/S) each of the constituent units submit to the Commission for Higher Education, in a form prescribed by the Commission, an inventory of programs currently being offered and that the independent institutions be requested to submit a similar inventory*	C H			C H			Data has been provided in 1974-75 and 1975-76 by both public and private institutions
49	*That the Commission for Higher Education maintain a complete and current inventory of existing programs*	C			C			1972 inventory improved and updated in 1974. New publication for 1975-76.
50	*That inventory reports from the constituent boards be accompanied by a listing of programs being deleted, merged or shelved, with identification of the criteria which were used in deciding upon the changes*		H		R U	T	X	Regional Community Colleges use simple enrollment criteria
51	*That all institutions, public and private, be requested to submit annually to the Commission for Higher Education a five-year projection of the program changes they are considering*		C H I			R S U	X	Subcommittee on Coordination of Planning is developing format for use in 1976

52	*That the Commission for Higher Education provide, on a continuing basis, to all institutions, public and independent, the most up-to-date information about emerging program needs*		C		C	X	
53	*That the Commission keep the public and the administrative and legislative branches of the state government apprised of program needs and the efforts being made to meet them*	C			C	X	
54	*That the Commission for Higher Education and the boards of trustees of the constituent units establish procedures for the performance evaluation of programs*		C H		U	X	
55	*That each board of trustees, following the agreement on procedures, review 20 percent of each institution's programs yearly and provide the Commission for Higher Education with a report of its findings*		H	R	T	X	R - underway on all campuses
56	*That the Commission for Higher Education and the constituent boards utilize these reports as a major basis for planning in the area of program development and offerings*		C H		S	X	

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
57	*That Connecticut seek to offer, within the state's totality of offerings, a blend of academic and occupational learning programs that will serve all learners at all levels of post-secondary instruction in their quest for productive careers and rewarding lives*	H I			R	S T U	X	
58	*That the Subcommittee on Coordination of Planning in conjunction with the Department of Education develop closer coordination between the continuing education programs offered by the colleges and those given by the high schools*	C O				C O		See Phase II Resource Group on Continuing Education; CHE cooperating with SBE on Master Plan for Vocational and Career Education
59	*That the institutions in each of the six regions publish a common directory or catalog describing the continuing education courses available in all institutions within the region and indicating the credits that can be earned by successful completion of each course*		H I			S U	X	A 1203 project objective to develop inventories of offerings for one or more regions on a pilot basis

60	*That the Commission for Higher Education encourage the constituent units to integrate work experience into the curriculum where appropriate and to develop ways to grant academic credit for work experience that is related to program content*	C H				S R	T	X	Community colleges report action
61	*That the constituent units consider expanding programs in international education, including student faculty exchanges*	H					R S T U	X	Limited applicability for two-year colleges
62	*That Connecticut continue to participate in planning for a regional veterinary medical school in the northeast and that it share with other states in the support of such a school*	C E G U	C E G U	C E G U			C E G U		
63	*That the institutions preparing teachers continue to develop close relationships with the schools and with significant community groups including those representing minorities*	I S U				I S U			All units concerned report positive action. Joint Teacher Education Committee pilot projects provide leadership, encouragement and financial support
64	*That Connecticut's institutions of higher education, in consultation with local citizen groups, assume major responsibility for providing the training component in diversified community service programs, including noncredit courses, that are responsive to unfilled citizen needs*	H I				I R S U	T	X	

	Actions Recommended	WHEN AND BY WHOM	1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
65	*That a high priority be given to community service programs that will reach children below college age and their parents to inform them and stimulate their interest in higher education and its accessibility in Connecticut*	H I O				I S T		X	Funding restrictions inhibit development
66	*That the Governor appoint a commission that will include representatives of the State Labor Department, the State Department of Commerce, the Office of State Planning, the State Department of Education, the higher education community and other cognate groups to determine what kinds of education are required to prepare students for life in the year 2000 and after*	C E H I O						X	
	Non-Traditional Approaches								
67	*That the Board for State Academic Awards be funded at a level which will permit it to carry on activities leading to the granting of undergraduate credits and degrees on the basis of examinations*	A E G					A C		P.A. 73-656 - An act concerning a Board for State Academic Awards - $25,000. 74-31 - $105,000. 75-442 - Commission for Higher Education is required to provide the necessary staff and funding for operational expenses of the Board for State Academic Awards

68	*That the Commission for Higher Education be authorized to award contracts to any post-secondary institution(s) in the state for pilot programs designed to develop and stimulate the use of nontraditional modes of instruction and to increase institutional productivity through the utilization of television, tape, radio and other technological aids to learning*	C H I		R	S	X	
69	*That each contract will include provision for independent evaluation of results*	C H I				X	
70	*That the Commission for Higher Education issue regulations for licensure of nontraditional undergraduate degree programs conducted by accredited institutions*	C		C			
71	*That the Commission for Higher Education, CHETA, and the Board for State Academic Awards seek and encourage cooperative arrangements with agencies in neighboring states for instructional uses of technology*	A C O			A C O		Report and recommendations received from Committee on Cable Telecommunications - now under review

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
72	*That the Commission for Higher Education encourage the public and private colleges in each planning region to establish counseling centers for the explicit purpose of advising interested individuals with respect to the available programs and services, including nontraditional*	C H I			I	A R U	X	Southeast region has done so, with funding under P.A. 140
73	*That changes in the policy and administration of financial aid be made concurrently with the expansion of opportunities to earn credits and degrees by nontraditional means so that part-time and adult students may qualify for necessary assistance*	H I			I R	T	X	University of Connecticut planning Bachelor of General Studies to complement programs of Board for State Academic Awards at associate level and other institutional offerings in southwestern Connecticut
	Transfer							
74	*That graduates of transfer programs in a community college be guaranteed a place in one of the public, four-year institutions in Connecticut and that a definite number of places be reserved for them*	R S U			R U			Admission officers and counselors have formed organization Conn. STAC. RCC and UConn have agreement.

75	*That the public and independent institutions, in cooperation with the Commission for Higher Education, develop transfer policies that are equitable to students and that facilitate mobility between institutions*		C H I	U	X	See above
76	*That faculty members be involved extensively in the development of transfer policies*	H I		H I		RCC faculty extensively involved
77	*That the requirements for admission to upper-division programs be stated explicitly and communicated to students in two-year programs during their first semester*	R S T U		R S T	X	Transfer booklet now published. Priorities are reported being given to two-year college graduates.
78	*That the terms of admission to upper-division programs and the transfer credits to be granted be reviewed with each transfer student at the time of acceptance*	I S U		I S U		
79	*That the Commission for Higher Education publicize transfer policies and practices to the general public as well as to counselors and students*	C		C		Booklet published for use of admission officers and counselors

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
80	*That the Subcommittee on Coordination of Planning of the Commission for Higher Education in concert with the newly established Board for State Academic Awards formulate by the first biennial revision of the Master Plan, an agreement among institutions of higher education in Connecticut on transfer credit to be allowed for standardized examinations such as CLEP and for other less conventional methods of granting college credit*		A C H I			S A	X	Board for State Academic Awards reports informal agreements
81	*That all institutions review their general education and course distribution requirements to insure that they are not having an unnecessarily adverse effect on transfer students*		H I	R S T U I				
82	*That the Subcommittee on Coordination of Planning of the Commission for Higher Education assume the following responsibilities:*		C H I O				X	

a) To examine the I/S data on student transfers into and out of institutions of higher education in Connecticut for the purpose of determining trends and indentifying problems;

b) To report annually to the Commission on the trends in transfer, with projections of the number of spaces which should be reserved;

c) To call to the attention of institutions and their boards information that will assist them in reviewing their transfer policies and procedures;

d) To investigate problems of articulation between proprietary schools and other post-secondary institutions;

e) To seek to resolve problems and to answer questions concerning transfer that are brought to the SCP's attention

Basic information on proprietary schools is being gathered

Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
Equal Opportunity							
83 *That each public board of trustees require the institutions under its jurisdiction to review current admissions policies to determine what criteria other than traditional quantitative measures are being used and, if only quantitative measures are used, to develop additional criteria for admissions*		H		R S	T	X	RCC - open admissions - first come, first served
84 *That all institutions of higher education in the state increase their efforts to recruit minority students through their own admissions offices and through the Connecticut Talent Assistance Cooperative*	H I			H I			Ongoing effort continues to improve opportunities
85 *That the Commission for Higher Education make grants to institutions from its discretionary funds to augment and expand supportive services such as counseling, tutoring, career guidance and placement*		C				X	Funding has been and is requested

86	*That such grants be made according to criteria established jointly by the Commission for Higher Education and the governing boards*		C H			X	
87	*That there be minority representation on the committee that screens proposals and recommends the distribution of funds*		C H O			X	
88	*That the policies for the major state-supported program of student financial assistance be based primarily on financial need*		G			X	Legislative committee is currently studying this matter
89	*That the General Assembly provide additional funding for student financial assistance to enable increased numbers of citizens to pursue postsecondary education*	G				X	73-53 - $2,341,000 74-31 - $3,040,000 75-41 - $2,952,800
90	*That any public institution which is not subject to Executive Order 11246 prepare an affirmative action plan consistent with the federal guidelines and according to state guidelines defined by the Commission for Higher Education and submit the plan to its board of trustees and to the Commission*		C H	C U S T	R		Plans submitted. Regional Community Colleges plan expected by December, 1975.

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
91	*That the Commission for Higher Education and the boards of trustees exert efforts and make commitments to increase the numbers of minorities and women on their staffs*	C H			R U	C S T		
92	*That all institutions of higher education comply with federal laws (especially Title IX of the 1972 Higher Education Act) regarding elimination of discrimination on the basis of sex*	H I			I S T U		X	
93	*That each public institution provide child-care services for children of faculty, staff and students, in cooperation with community day-care and nursery school programs when possible, and that costs of such programs be subsidized in part by the state and by graduated charges to users based on ability to pay*	H			G	R	X	Regional Community Colleges - 4 of 12 have centers. Board has adopted policy. P.A. 75-44 - Act concerning child care services at the constituent units of the state system of higher education.
94	*That the I/S System compile data by sex to facilitate monitoring of affirmative action plans*	C				C		Data collected through Higher Education General Information Survey

95	*That all college and university curricula incorporate the contributions and roles of women and that separate courses be organized about the central contributions of women to society*		H		S	T U R		
96	*That appropriate administrative and academic officers of each institution improve and update counseling for women*	H			S U	R	X	
	Finance							
97	*That the system of higher education in Connecticut strive to provide services equal or superior in quality and diversity to those states which, according to their level of support per FTE-student, are above the 75th percentile among the 50 states*			E G			X	A refined measure of this recommendation has been to use data based upon comparable institutions in 20 peer group states
98	*That the level of funding for the Commission for Higher Education be an amount equal to one percent of the total budget of the other constituent units in the public system of higher education and that this amount be utilized for both the ongoing activities of the Commission,*		C E G				X	

107

	Actions Recommended	WHEN AND BY WHOM 1974-75 1975-76 1976-79	Implemented	Partially Implemented	Further Study and/ or Action Needed	Comments
	exclusive of legislatively mandated special projects, and for special grants to institutions to encourage innovative educational programs, to improve supportive services for students, to expand community service programs, and to foster research and development					
99	*That the additional resources necessary to expedite development of the management information system (I/S) be made available and that the development of data relating to finance be given top priority*	C			X	
100	*That the General Statutes be amended so that the boards of trustees, in conjunction with the Commission for Higher Education, are responsible for recommending to the General Assembly any changes in tuition and/or fees*	C E G H			X	
101	*That any raise in tuition be related to the cost of instruction and be accompanied by a comparable increase in student financial assistance*	C E G H		U	X	

102	*That steps be taken to reduce present fees or at least to prevent further increases in institutional fees, i.e., non-tuition, during the first two years of the Master Plan*	H	H			X	
103	*That tuition be waived for both in-state and out-of-state full-time graduate assistants and fellows and prorated for part-time graduate assistants*	C E G H			U	X	
104	*That part-time matriculated undergraduate students in a public institution be charged the same tuition proportionately as full-time undergraduate students, even though the program being pursued is offered by the continuing education division*	C E G H		T		X	New recommendations received from Resource Group on Continuing Education
105	*That funding of student financial assistance programs be sufficient to allow colleges to grant aid on a prorated basis to those part-time students in baccalaureate degree programs who have a proven need for such assistance*	C E G H				X	

	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/or Action Needed	Comments
106	*That institutions and the legislature take action to implement the above three recommendations (103-105) in 1975-76, including provision for the transfer of funds from the general fund to the educational extension fund of institutions to reimburse them for any reduction in income due to the registration of part-time undergraduate students*	C E G H					X	
107	*That the State of Connecticut immediately initiate and fund a student-aid grant program which, together with the federal student-aid programs, will insure that no person will be denied access to higher education for reasons of inadequate personal or family finances*	C E G H					X	
108	*That the program, while it may encourage a moderate amount of work or borrowing, be built primarily upon grants*	G	G				X	

109	*That the amount of student-aid grants vary inversely with family income and be tapered so that they do not end abruptly at a predetermined family income level without taking into account the number of children, the current state of indebtedness, costly health programs and other factors*		C G O	C G O			X	
110	*That following the implementation of a comprehensive student aid program, the state discontinue the present State Scholarship Program, the Restricted Educational Achievement Program and the College Continuation Grant Program in their present form but maintain a moderate fund to provide encouragement and incentive for students of outstanding academic achievement*		G				X	
111	*That a Student Financial Aid Commission be established to replace the State Scholarship Commission, with the new commission assuming responsibility for coordinating state efforts with the student aid provisions of the Federal Higher Education Amendments of 1972*	G					X	Legislation was introduced but did not pass. Matter is being given further study.

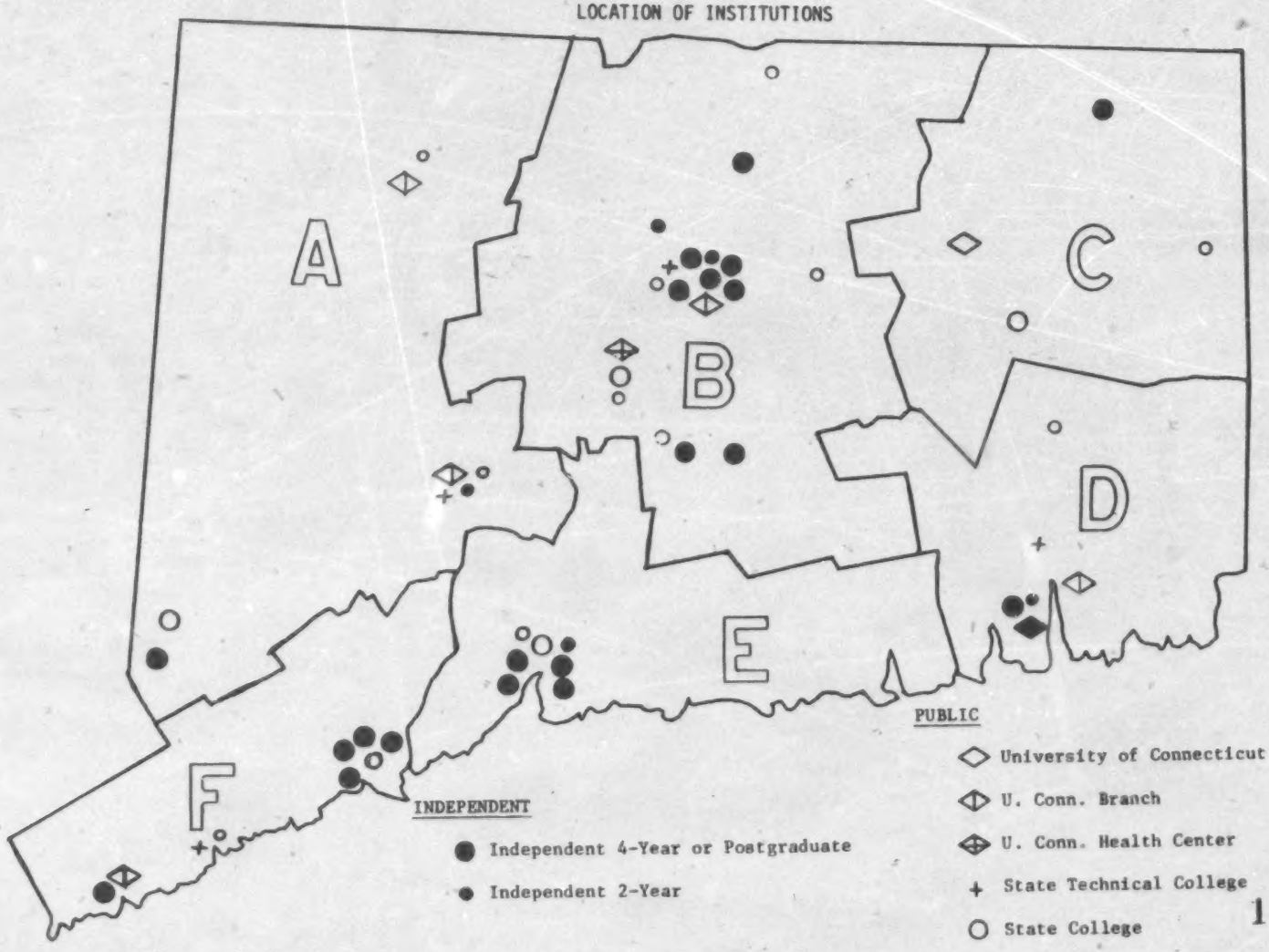
	Actions Recommended	WHEN AND BY WHOM 1974-75	1975-76	1976-79	Implemented	Partially Implemented	Further Study and/ or Action Needed	Comments
112	*That the General Assembly continue to increase the funding of Public Act 73-551 for students in independent colleges to a level of $4.5 million in 1975-76*	G I	G I				X	S.A. 73-53 - $2,219,000 S.A. 74-31 - $3,056,000 S.A. 75-41 - $2,968,400
113	*That a budget task force be set up to include members of higher education and of the Budget Division with the goal of developing a single abbreviated budget document designed to adequately serve both the needs of the Budget Division and of higher education and at the same time reduce the time required by higher education units in compiling the budget data, and that this abbreviated budget document be used for the 1975-76 budget preparation*		C E H O			R C H O	X	A task force is being activated
114	*That the period of budget preperation begin no later than March 1*		C H O		C U	R	X	

112

115	*That future budget recommendations incorporate directions and objectives for funding of the primary programs (instruction, research, public service) of each unit, and that such recommendations be based, at least partially, upon comparative cost analyses of peer institutions in other states*	C H		C R S T	X	
116	*That these objectives allow for a proportional adjustment of the funding of primary programs dependent upon the constraints of the statewide economic capacity of support in any year*	C H		C R S T	X	
117	*That the Governor and General Assembly provide broad spending guidelines to the constituent units of public higher education, to be monitored and controlled by the boards of trustees and the administrative officers of each unit, and that unnecessary pre-audit controls of day-to-day institutional decisions by the Department of Finance and Control be discontinued*	C E G H O			X	

EXHIBIT 2

LOCATION OF INSTITUTIONS



	REGION A	REGION B	REGION C	REGION D	REGION E	REGION F
PUBLIC						
University of Conn. & Branches	Torrington Waterbury	Hartford Complex Health Center	UConn - Storrs	Groton		Stamford
State Colleges	Western Conn.	Central Conn.	Eastern Conn.		Southern Conn.	
State Technical Colleges	Waterbury State	Hartford State		Thames Valley		Norwalk State
Regional Community Colleges	Northwestern Mattatuck	Greater Hartford Manchester Middlesex Asnuntuck Tunxis	Quinebaug Valley	Mohegan	South Central	Housatonic Norwalk
Other				U. S. Coast Guard		
INDEPENDENT						
Four-Year	New Eng. Inst.	Hartford Seminary Holy Apostles R. P. I. St. Alphonsus St. Joseph Trinity U. of Hartford Wesleyan U.	Annhurst	Connecticut C.	Albertus Magnus U. of New Haven Quinnipiac Yale U.	Sacred Heart U. Bridgeport Engr. Inst Fairfield U. St. Basil's U. of Bridgeport
Two-Year	Post J. C.	Hartford C. for Women St. Thomas Seminary		Mitchell	Mt. Sacred Heart	
No. of Proprietary Schools	2	25		2	10	21
Hospital Schools	5	9	1	3	3	6
Other	10	19	1	7	11	12

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EXHIBIT 3

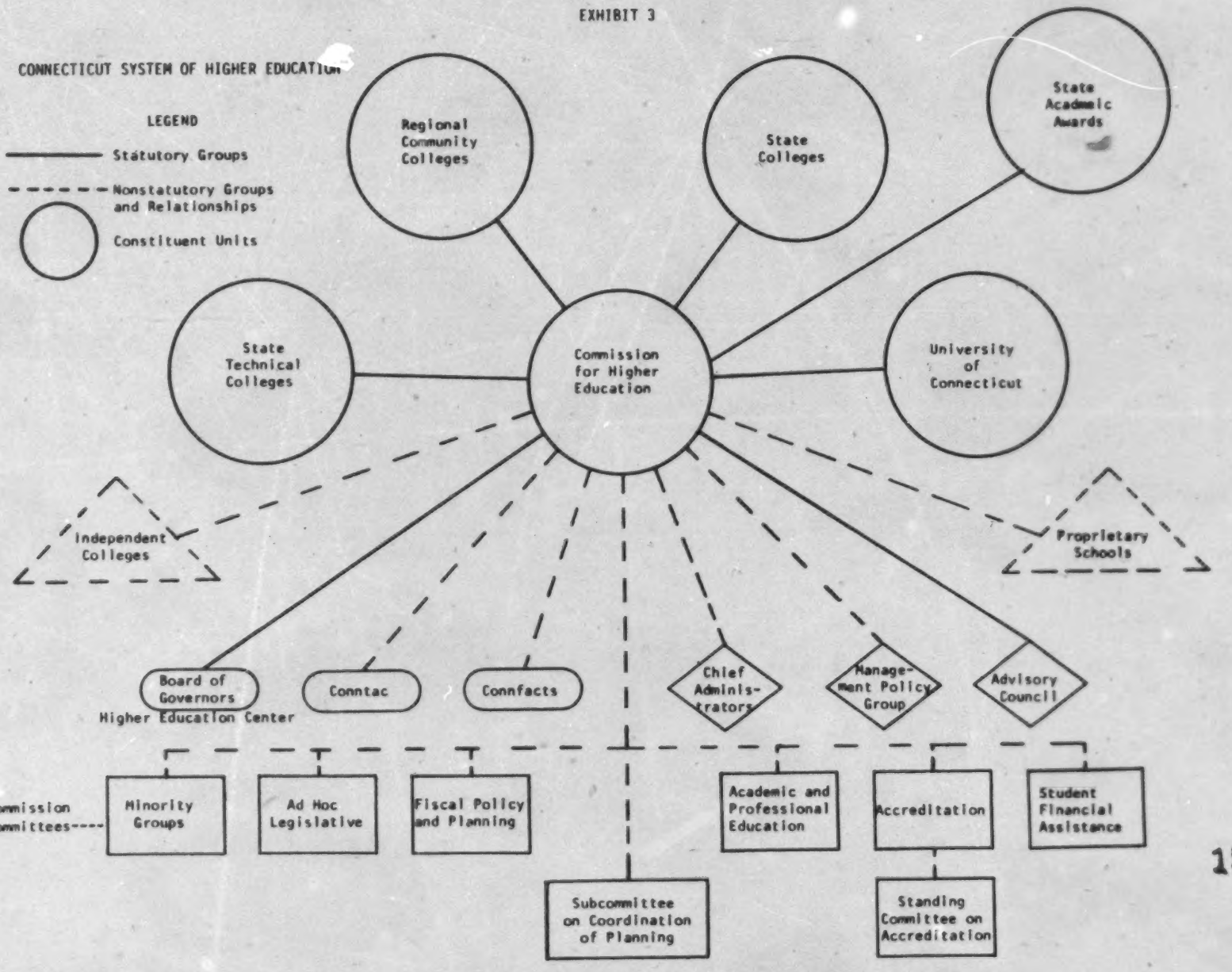
CONNECTICUT SYSTEM OF HIGHER EDUCATION
LEGEND
Statutory Groups
Nonstatutory Groups and Relationships
Constituent Units
Regional Community Colleges
State Colleges
State Academic Awards
State Technical Colleges
Commission for Higher Education
University of Connecticut
Independent Colleges
Proprietary Schools
Board of Governors
Higher Education Center
Conntac
Connfacts
Chief Administrators
Management Policy Group
Advisory Council
Commission Committees
Minority Groups
Ad Hoc Legislative
Fiscal Policy and Planning
Subcommittee on Coordination of Planning
Academic and Professional Education
Accreditation
Standing Committee on Accreditation
Student Financial Assistance

EXHIBIT 4

LEGISLATION PERTAINING TO

HIGHER EDUCATION

1975

P.A. 100 An Act Concerning the Responsibilities of Regional Community Colleges

P.A. 191 An Act Concerning Policies of the State System of Higher Education

P.A. 234 An Act Concerning the Posting of Access Symbols on Facilities Meeting ANSI Specifications

P.A. 244 An Act Concerning Deferred Increase in Assessment for Making Buildings Accessible to Handicapped Persons

P.A. 262 An Act Concerning Student Representation on the Boards of Trustees of the State's Public Institutions of Higher Education

P.A. 422 An Act Concerning a Master Plan for Vocational and Career Education

P.A. 425 An Act Implementing the Report of the Appropriations Committee's Special Subcommittee on Leasing (concerns performance evaluations of state agencies, to determine their effectiveness in achieving their legislative purposes)

P.A. 442 An Act Concerning the Board for State Academic Awards

P.A. 444 An Act Concerning Child Care Services at the Constituent Units of the State System of Higher Education

P.A. 484 An Act Concerning Waiver of Tuition for Full-Time Students in the System of Higher Education

P.A. 503 An Act Concerning Construction Standards to Accommodate Handicapped Persons in Buildings Open to the Public

P.A. 504 An Act Concerning Representation on the Boards of Trustees of Public Institutions of Higher Education

cont'd. . .

P.A. 529 An Act Concerning Exemption of Higher Education from Certain Provisions of the Administrative Procedure Act (concerning goal of institutional flexibility)

P.A. 536 An Act Concerning State Agency, Department, Board and Commission Responsibilities to Develop Affirmative Plans

P.A. 556 An Act Concerning In-Service Training for Teachers

P.A. 566 An Act Concerning Collective Bargaining for State Employees

P.A. 574 An Act Concerning Aid to Students Receiving Veterans' Benefits

P.A. 582 An Act Concerning Certain Higher Education Funds

P.A. 584 An Act Concerning the Establishment of a New England College of Veterinary Medicine

P.A. 604 An Act Concerning the Auxiliary Service and Extension Funds for State Technical Colleges

P.A. 636 An Act Enabling Higher Education Personnel to Elect Membership in an Alternate Retirement Program (relating to Study Group on Personnel Policies)

EXHIBIT 5

BRIEFS

Comments Submitted to the Commission

Brief Number	Author
001U	W. Lewis Hyde, Executive Director Connecticut Conference of Independent Colleges
002U	Roger B. Bagley, Chairman Board of Trustees for Regional Community Colleges
003U	Searle F. Charles, Executive Director Board of Trustees for Regional Community Colleges
004U	W. Lewis Hyde, Executive Director Connecticut Conference of Independent Colleges
005U	George Steinmetz, for the Commission for Higher Education Advisory Committee on Federal Matters
006U	W. Lewis Hyde, Executive Director Connecticut Conference of Independent Colleges
007U	W. Lewis Hyde, Executive Director Connecticut Conference of Independent Colleges
008U	Bernard Shea Board for State Academic Awards
009U	Joseph Campisi, Director Corporate Data Processing Aetna Life and Casualty
010U	Resource Group on the Physically Disabled
011U	David Komisar, Provost University of Hartford
012U	Mildred T. Hastedt, Assistant Superintendent for Instruction Groton Public Schools

Brief Number	Author
013U	Edmund J. Gubbins, Superintendent of Schools Department of Correction
014U	Normand D. Stevens, Librarian University of Connecticut
015U	Robert Franklin Connecticut Public Expenditure Council
016U	George Tenney Counselor to the Handicapped Central Connecticut State College
017U	Franklin J. McLean, Director Connecticut Planning and Problem Solving in Education
018U	David Shefrin Computer Processing Institute
019U	Robert Griffin, President College and University Council Vice President for Political Action CSFT-AFT/AFL-CIO
020U	Vincent S. Darnowski, President Housatonic Community College
021U	Robert A. Kidera, President Sacred Heart University
022U	Patricia T. Hendel, President Connecticut Association for Continuing Education

EXHIBIT 6

MANAGEMENT POLICY GROUP

Donald H. McGannon, Chairman
Commission for Higher Education

Gordon W. Tasker, Chairman
Board of Trustees for the
University of Connecticut

Bernice C. Niejadlik, Chairman
Board of Trustees for State
Colleges

Roger B. Bagley, Chairman
Board of Trustees for Regional
Community Colleges

John Fletcher, Jr., Chairman
Board of Trustees for State
Technical Colleges

Doris Cassiday, Chairman
Board for State Academic
Awards

Phillip S. Kaplan, President
University of New Haven
(President, Connecticut
Conference of Independent
Colleges)

Louis Rabineau, Chanellor
Commission for Higher Education

Glenn W. Ferguson, President
University of Connecticut

James A. Frost, Executive
Secretary
Board of Trustees for State
Colleges

Searle F. Charles, Executive
Director
Board of Trustees for Regional
Community Colleges

Clinton E. Tatsch, Executive
Director
Board of Trustees for State
Technical Colleges

Bernard Shea, Executive
Secretary
Board for State Academic Awards

W. Lewis Hyde, Executive Director
Connecticut Conference of
Independent Colleges

Liaison

Joseph E. Downey, Director
Regional Narcotics Program
Bridgeport

Howard M. Klebanoff
Connecticut House of
Representatives

Mark Shedd, Commissioner
State Department of Education

Nancy Lewinsohn, Executive Aide
Office of the Governor

Lawrence J. DeNardis
Connecticut State Senate

EXHIBIT 7

REVIEW AND EVALUATION COMMITTEE

The Reverend Edwin R. Edmonds,
Chairman
Dixwell Avenue United Church
of Christ
New Haven

Samuel M. Brownell
Consultant on Urban Education
New Haven

John J. Driscoll, President
Connecticut State Labor Council
Hamden

Theodore F. Hogan, Jr.
Southern New England Telephone
Company
New Haven

Arthur Howe
Lyme

Carmine R. Lavieri, Secretary
Connecticut Bar Association
Winsted

Dr. Russell Martin
Burgdorf Dental Clinic
Hartford

Dr. Mable Murphy Smythe
Phelps-Stokes Fund
New York

Ruth Truex
Wethersfield

Dale Van Winkle, Vice President
United Technologies Corporation
Hartford

Ex Officio

Commissioner W. James Rice
Department of Community Affairs
Hartford

Gloria Schaffer
Secretary of the State
Hartford

Jay O. Tepper
Commissioner for Finance and Control
Hartford

EXHIBIT 8

MASTER PLAN STAFF ASSOCIATES

David Basch
State Colleges

Joseph R. Dunn, Jr.
Central Connecticut State College

Frederick W. Lowe, Jr.
Regional Community Colleges

Walter McKain, Jr.
University of Connecticut

Donald M. Meyer
Commission for Higher Education

Leigh Phillips
University of Connecticut

William H. Roe
University of Connecticut

Vernon Simpson
Commission for Higher Education

Mary Ellen Stanwick
Commission for Higher Education

Thomas Sullivan
Thames Valley State Technica College

EXHIBIT 9

RESOURCE GROUP ON PROPRIETARY SCHOOLS

Chairman: Joseph Campisi
Aetna Life and Casualty, Inc.

Staff Associate: Mary Ellen Stanwick
Commission for Higher Education

James Axon
State Department of Labor
Wethersfield

Emil Bartoletti
Veterans Administration
Hartford

Marian Belgrave
Connecticut Talent Assistance
Cooperative
Middletown

Robert Butler
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